Felicia Bucur

Limba Engleză I

- suport de curs -

EDITURA UNIVERSITĂȚII „NICOLAE TITULESCU”

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UNIVERSITATEA „NICOLAE TITULESCU” DIN BUCUREȘTI
DEPARTAMENTUL PENTRU ÎNVĂȚĂMÂNTUL LA DISTANȚĂ

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Limba Engleză I

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Limba Engleză I

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Cadrul general al cursului:

Cursul practic de limba engleză 1 se adresează în principal studenţilor din anul I, semestrul I, din cadrul sistemului de Învăţământ Deschis la Distanţă (IDD) al Universităţii „Nicolae Titulescu", cu un nivel mediu de cunoaştere a limbii engleze şi doreşte să le ofere acestora posibilitatea de a recapitula cunoştinţele acumulate şi de a-şi însuşi noi elemente – noţiuni generale din limbajul economic. De asemenea, cursul îşi propune dezvoltarea unor strategii care să conducă la autonomia studenţilor în învăţare, prin conştientizarea nevoilor personale, efort individual şi autoevaluare permanentă.

Cursul este structurat în 6 unităţi de învăţare. Textele sunt însoţite de exerciţii, care au rolul de a facilita procesul de înţelegere şi de a favoriza acumularea lexicală.

Obiectivele cursului sunt:

1. să formeze deprinderilor necesare pentru a folosi limba engleză în mod flexibil şi eficient atât în scopuri sociale cât şi profesionale
2. să îmbogăţească vocabularul studenţilor prin achiziţia de termeni economici în limba engleză.
3. să crească încrederea studenţilor în capacităţile personale de îndeplinirea sarcinilor comunicative în limba engleză

Competenţele pe care trebuie să le dobândească studenţii se înscriu în precizările oferite de *Cadrul European Comun de Referinţă pentru Limbi: Învăţare, Predare, Evaluare (2001)*. Astfel, nivelul pe care îl au studenţii la începutul acestui curs ar trebui să fie B1 sau B2, şi ne dorim ca nivelul atins la finalizare să fie B2+.

Competenţele de comunicare lingvistică pe care studentul le poate dobândi cuprinde următoarele componente:

1. **Competenţa lingvistică generală**: să se exprime clar şi fără a lăsa impresia că este nevoit să restrângă ceea ce vrea să spună;

a. *competenţa lexicală*: să stăpânească o gamă bogată de vocabular pentru subiectele legate de domeniul economic şi subiectele cele mai generale;
b. *competenţa gramaticală*: să menţină un control gramatical bun, să nu facă greşeli care să conducă la neînţelegeri;
c. *competenţa fonologică*: pronunţie şi intonaţie fireşti;
d. *competenţa ortografică*: să producă un text scris coerent, clar şi inteligibil ce respectă regulile curente de dispunere în pagină şi de organizare.

2. **Competenţa sociolingvistică**: să se exprime cu siguranţă, simplu şi politicos într-un registru oficial şi neoficial potrivit cu situaţia şi persoanele în cauză.
3. **Competenţa pragmatică**:

a. *competenţa discursivă*:

- să poată face o descriere sau alcătui un discurs clar dezvoltând şi argumentând punctele importante cu ajutorul detaliilor şi al exemplelor semnificative;
- să poată interveni într-o discuţie într-o manieră adecvată;
- să poată utiliza cu eficacitate o varietate de cuvinte de legătură pentru a marca clar legăturile dintre idei.

b. *competenţa funcţională*:

- să poată comunica cu spontaneitate, demonstrând adeseori o remarcabilă uşurinţă şi o facilitate de exprimare chiar şi în enunţurile complexe şi destul de lungi;
- să poată transmite o informaţie amănunţită în mod fiabil.

Resurse şi mijloace de lucru

Propunem utilizarea următoarelor resursele si mijloacele de lucru:
- prezentul curs practic de limba engleză;
- o gramatică a limbii engleze, pentru referinţe (să poată fi consultată la nevoie[1]);
- un dicţionar general englez-român, român englez;
- un dicţionar economic englez-român/român-englez[2]

Structura cursului

Cursul pentru semestrul I este compus din 6 unităţi de învăţare, după cum urmează:

Unit 1: EDUCATION
Unit 2: WORK FOR A LIVING

[1] Sugerăm următoarele variante posibile:
- Fleischhack, Eric; Schwarz (2009) – *English Grammar*, Bucureşti: ALL Educational
- Vince, Michael (2008) - *Macmillan English Grammar In Context Student's Book – Intermediate,* London: Macmillan
- Preda, Ioan; Levitchi, Leon (2008) – *Gramatica limbii engleze,* Bucureşti: Gramar
- Docherty, Vincent; Brough, Sonia (2009) – *Gramatica standard a limbii engleze*, Bucureşti: Niculescu

[2] Sugerăm următoarele variante posibile:
- *Oxford Business. Dicţionar englez-român* (2007), Bucureşti: ALL
- *Dicţionar de afaceri englez-român,* (2007), Bucureşti: Niculescu
- *Dicţionar economic englez-român (2003),* Bucureşti: Editura didactică şi pedagogică
- *Dicţionar economic englez-român, român-englez* (2006) Bucureşti: Niculescu
- *Dicţionar economic englez-român, român-englez* (2009) Bucureşti: Teora

Unit 3: RECRUITMENT
Unit 4: APPLYING FOR A JOB
Unit 5: WORK AND MOTIVATION
Unit 6: PEOPLE AND WORKPLACES

Fiecare unitate este alcătuită din:

1. OBIECTIVE [**OBJECTIVES**], pe care studenţii trebuie să le atingă prin parcurgerea unităţii respective (aceste obiective sunt stabilite pentru a coordona procesul de învăţare, pentru a-i motiva pe studenţi să-şi însuşească conţinutul şi de asemenea pentru a-i ajuta să se autoevalueze).
2. INTRODUCERE **[LEAD-IN]**: include întrebări, teme pentru dezbateri şi scurte fragmente de text legate de subiectul unităţii respective pentru a stârni interesul studenţilor şi pentru a le activa elementele lexicale necesare unităţii respective.
3. LECTURA **[READING]**: un text (500-700 cuvinte), în care se exprimă o opinie cu privire la tema din unitatea respectivă.
4. ÎNŢELEGERE **[COMPREHENSION]**: prin intermediul exerciţiilor se oferă posibilitatea de a verifica gradul de înţelegere a textului.
5. DEZVOLTAREA VOCABULARULUI **[VOCABULARY DEVELOPMENT]**: prin intermediul exerciţiilor se oferă posibilitatea de fixare a elementelor lexicale deja întâlnite.
6. RECAPITULARE **[LANGUAGE FOCUS]**: revizuirea unor structuri şi funcţii deja studiate, dar care prezintă un interes deosebit în engleza economică.
7. DEZVOLTAREA APTITUDINILOR **[SKILLS FOCUS]**: activităţi menite să dezvolte competenţele necesare exprimării orale şi scrise în domeniul economic.
8. TRANSLATION **[TRANSLATION]**: exerciţii de traducere şi retroversiune a unor texte şi fraze din domeniul economic pentru a-i face conştienţi pe studenţi de complexitatea pe care o presupune realizarea acestor activităţi cu succes (alegeri lexicale, acurateţea structurilor gramaticale).

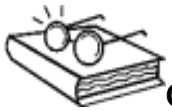
La sfârşitul cursului se află cheia exerciţiilor.

TEME DE CONTROL

Rezolvarea celor două teme de control reprezintă 30% din nota finală.
Prima temă de control trebuie rezolvată şi expediată prin e-mail, prin platforma e-lis, cu două săptămâni înainte de prima întâlnire tutorială prevăzută în orar, iar cea de-a doua temă, cu două săptămâni înainte de cea de-a doua întâlnire tutorială prevăzută în orar.

Tema de control 1 presupune rezolvarea în scris, la alegere din unităţile 1, 2 sau 3 a unei activităţi propuse în secţiunea SKILLS FOCUS.

Tema de control 2 presupune rezolvarea în scris, la alegere din unităţile4, 5 sau 6 a unei activităţi propuse în secţiunea SKILLS FOCUS.



Cerinţe preliminare pentru parcurgerea cursului

Este necesar un nivel cel puţin mediu de limba engleză pentru parcurgerea acestui curs (de exemplu obţinerea cel puţin a calificativului B1 la examenul de bacalaureat sau al unui calificativ similar).

Durata medie de studiu individual

120 minute pentru fiecare unitate.

Evaluarea

La sfârşitul semestrului studentul va primi o nota care va fi compusă din:

1. 70% evaluarea finală, care va avea loc în sesiunea de examene, sub formă scrisă.
2. 30% evaluarea pe parcurs, prin notarea celor două teme de control obligatorii.

Examenul scris de la sfârşitul semestrului I va evalua competenţele lingvistice, sociolingvistice şi pragmatice dobândite prin parcurgerea unităţilor de învăţare 1-6 şi va avea o durată de 60 de minute.

Structura examenului scris va fi următoarea:

1. Un text şi şase întrebări. Trebuie să citiţi textul şi să alegeţi varianta corectă de răspuns (A, B, C sau D).
2. Un text cu 15 spaţii goale. Fiecare spaţiu gol reprezintă un cuvânt sau o expresie. Trebuie să citiţi textul şi să alegeţi cuvântul sau expresia potrivită (A, B, C sau D).
3. Descrierea unei situaţii de afaceri. Trebuie să redactaţi un text (40-50 de cuvinte) folosind informaţia dată (writing a note, message, memo or email: giving instructions, explaining a development, asking for comments, requesting information, agreeing to requests, etc.).
4. Traducerea unui text de 60-70 de cuvinte, preluat dintr-o revistă economică în limba engleză.
5. Retroversiunea a 5 propoziţii/fraze care să conţină structuri gramaticale sau funcţii ale limbii revizuite în cadrul unităţilor din semestrul I.

Bibliografie:

- Mackenzie, Ian (2000) *English for Business Studies – a course for Business Studies and Economics students*, CUP.
- Prelipceanu, Cristina; David, Irina; Ioncică, Diana; Rotariu, Raluca (2005) – *First Steps in Business*, Editura Universitară, Bucureşti,
- Prelipceanu, Cristina; David, Irina; Dărăbanţ (2006) – *Excel in Business*, Editura Universitară, Bucureşti.
- Vince, Michael, (2010) - *New First Certificate Language Practice with Key,* Longman, London.
- Fleischhack, Eric; Schwarz (2009) – *English Grammar*, Bucureşti: ALL Educational.

Unit 1: EDUCATION

OBJECTIVES

This unit will help you:

- get familiar with the higher education system
- develop and practise vocabulary related to education
- revise and practice Present Tense Simple vs. Present Tense Continuous
- improve your essay writing skills
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

I. The following text briefly describes British education. Put each of the following words or phrases in its correct space to fill in the text.

(a) state	(f) terms	(j) seminar	(n) degree
(b) tutorial	(g) graduate	(k) nursery school	(o) grant
(c) break up	(h) compulsory	(l) co-educational	(p) academic
(d) fees	(i) private	(m) secondary	(q) lecture
(e) primary			

When children are two or three years old, they sometimes go to a (1) _____, where they learn simple games and songs. Their first real school is called a (2) _____ school. In Britain children start this school at the age of five. The (3) _____ year in Britain begins in September and is divided into three (4) _____. Schools (5) _____ for the summer holiday in July. (6) _____ education begins at the age of about eleven, and most schools at this level are (7) _____, which means boys and girls study together in the same classes. In Britain education is (8) _____ from five to 16 years of age, but many children choose to remain at school for another two or three years after 16 to take higher exams. Most children go to (9) _____ schools, which are maintained by the government or local education authorities, but some children go to (10) _____ schools, which can be very expensive. University courses normally last three years and then students (11) _____, which means they receive their (12) _____. At university, teaching is by (13) _____ (an individual lesson between a teacher and one or two students), (14) _____ (a class of students discussing a subject with a teacher), (15) _____ (when a

teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a (16) _____ by the government to help pay their (17) _____ and living expenses.

II. Now that you have filled in the text, read it again and using your knowledge about the Romanian educational system try and find similarities and differences between the two systems.

III. Give answers to the following questions:

A. Do you think education should be free? Are there advantages in a fee-paying system?
B. How usual is it to go to university in Romania?
C. Is it difficult to become a university student in Romania? What about other countries / educational systems?
D. How do you feel as a fresher at "Nicolae Titulescu" University? What are your expectations?
E. Is a university education necessary for professional jobs?
F. Many British people believe that if you do nothing more than study hard at university, you will have wasted a great opportunity. What do they mean? Do you agree?

READING AND COMPREHENSION

I. The following text gives you information about the way in which education is organized in England. Read it quickly and decide if these statements are true, false or not stated:

1. Local authorities decide the educational policy in England.
2. Education is divided into 4 stages.
3. Nursery school is compulsory in England.
4. Secondary education may go on beyond 16.
5. Private schools are very expensive.
6. The funding for state schools is provided by tax revenues.
7. A master's degree may last 2 years.

Education in England is overseen by the Department for Education and the Department for Business, Innovation and Skills. Local authorities take responsibility for implementing policy for public education and state schools at a regional level.

The education system is divided into nursery (ages 3–4), primary education (ages 4–11), secondary education (ages 11–18) and tertiary education (ages 18+).

Full-time education is compulsory for all children aged between 5 and 16, with a child beginning primary education during the school year he or she turns 5. Students may then continue their secondary studies for a further two years (sixth form), leading most typically to A-level qualifications, although other qualifications and courses exist, including Business and Technology Education Council (BTEC) qualifications, the International Baccalaureate (IB) and the Cambridge Pre-U. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change will take effect in 2013 for 16-

year-olds and 2015 for 17-year-olds. State-provided schooling and sixth form education is paid for by taxes. England also has a tradition of independent schooling, but parents may choose to educate their children by any suitable means.

Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Universities require a Royal Charter in order to issue degrees, and all but one are financed by the state via tuition fees, which have increased for both UK and European Union students.

II. Now read the text more carefully and find words or expressions which mean:

1. to watch somebody/something and make sure that a job or an activity is done correctly
2. to make something that has been officially decided start to happen or be used
3. a plan of action agreed or chosen by a political party, a business, etc.
4. the two final years at school for students between the ages of 16 and 18 who are preparing to take A levels
5. an exam that you have passed or a course of study that you have successfully completed
6. a law that has been passed by a parliament
7. the highest university degree
8. an award given by the British Privy Council to certain organizations or institutions which are recognized as the leading authorities in their field. Organizations with royal charters include the BBC, the British Academy and some British universities.
9. to give something to somebody, especially officially.
10. the money that you pay to be taught, especially in a college or university

Use some of the words/expressions you identified in the previous exercise to fill in the sentences below. Pay attention to the form of the verbs:

1. A Committee on Safety of Medicines was set up under the _____.
2. The present government's _____ on education is going to be reconsidered.
3. She's studying for her _____.
4. He left school with no formal _____s.
5. United Nations observers _____ the elections.
6. New members will be _____ with a temporary identity card.
7. Sue is in the _____ _____ now.
8. A new work programme for young people will be _____.

VOCABULARY DEVELOPMENT

I. Combine these words to form common collocations:

1. private	2. school	3. learning	4. formal

a. goals	b. education	c. year	d. school

II. Fill in the blanks with one of the following words:

background	basic	goal	graduates	illiteracy	system

1. You need an educational _____ in mathematics if you want to be an engineer .
2. Something should be done to reform the educational _____ of the developing countries.
3. It is difficult for university _____ to find a job nowadays.
4. One educational _____ for developing countries would be at least a _____ education for every citizen.
5. Putting an end to adult _____ is another priority for developing countries.

III. Complete the following sentences by choosing the correct verb:

1. I try to make/ do / take my homework before I have my evening meal.
2. I'm sitting/making/ taking my exams this month.
3. Nobody in my class has lost / missed / failed a lesson so far this year.
4. You should always check your work carefully in case you have gone / made / had a mistake.
5. My teacher thinks we're all doing / making / having really good progress.
6. I hope you are successful in the exam. You can only do/make/be your best.

IV. Using as a reference the previous exercise, complete the sentences below by adding the missing verb in the correct form, in each gap.

1. I could have got higher marks but I _____ a few silly mistakes.
2. I've been studying French for 6 months now but I don't feel like I'm _____ much progress.
3. I think I _____ my best in the test and I hope I'll get a good mark.
4. There was a great film on TV last night and I forgot to _____ my homework.
5. Steve is feeling quite ill and might have to _____ the lesson.
6. I _____ two exams yesterday: Speaking in the morning and Listening after lunch.

V. Decide which answer A, B, C or D best fits each space.

Learning How to Learn

There is usually one important (1) _____ missing from school (2) _____. Very few students are (3) _____ how to organise their learning and how to (4)

_____ the best use of their time. Let's take some simple (5) _____. Do you know how to (6) _____ up words in a dictionary, and do you understand all the (7) _____ the dictionary contains? Can you (8) _____ notes quickly, can you understand them (9) _____ ? For some reasons, many schools give learners no (10) _____ with these matters. Teachers ask students to (11) _____ pages from books, or tell them to write ten pages, but don't explain (12) _____ to do it. Learning by (13) _____ can be useful, but it is more important to have a genuine (14) _____ of a subject. You can (15) _____ a lot of time memorising books, without understanding anything about the subject!

1. A) theme	B) book	C) subject	D) mark
2. A) agendas	B) timetables	C) terms	D) organisations
3. A) taught	B) learnt	C) educated	D) graduated
4. A) take	B) give	C) get	D) make
5. A) sentences	B) results	C) rules	D) examples
6. A) find	B) look	C) research	D) get
7. A) information	B) advise	C) subject	D) themes
8. A) do	B) send	C) make	D) revise
9. A) after	B) afterwards	C) lastly	D) at last
10. A) teaching	B) ability	C) instruction	D) help
11. A) concentrate	B) remind	C) forget	D) memorise
12. A) how	B) what	C) why	D) it
13. A) the way	B) heart	C) how	D) law
14. A) information	B) success	C) understanding	D) attention
15. A) pass	B) waste	C) tell	D) use

LANGUAGE FOCUS: Present Tense Simple vs. Present Tense Continuous

I. Look at sections A-E below. Decide which section concerns:

i) temporary situations
ii) regular events
iii) permanent states or situations
iv) actions happening now
v) changing and developing situations

What tense is used in each case?

A. Unilever *is* an Anglo-Dutch company which *produces* food products and detergents. It *operates* in over 70 countries and *employs* about 300,000 people. It *has* a subsidiary, UAC International, which *specialises* in paper, plastic, speciality chemicals and packaging.

B. Would you like to hold, Mr. Bloom *is speaking* on another line?
They'*re repairing* the machine right now. It should be ready for use in a couple of hours.

C. Mr. Jones *is* a stockbroker and *works* for a major firm in the City of London. He *gets up* at 7.30, has breakfast then *drives* to the local station where he *takes* a commuter train. After a short ride he *arrives* at work at 9.00, *says* 'hello' to colleagues, *sits* at his desk and *reads* any emails that have arrived.

D. Western economies *are changing*. More and more people *are working* in services instead of manufacturing industry and the number of women in the labour force *is increasing*.

E. I'm walking to work this week as my car is being serviced.
Mrs Kaul is ill, so I'm dealing with her correspondence.

PRACTICE

a) Decide which category, (i) – (v) above, each of the following sentences belong to. Then choose a verb and decide whether it should be in the Present Tense Simple or Present Tense Continuous.

manufacture	receive	have	look	stay	interview
include	try	expand	answer	hold	change

1. I _____ at the Continental Hotel whenever I'm in Hong Kong.
2. ABC plc _____ a wide variety of adhesives.
3. Consumer research has identified a new trend; more and more people _____ to *Sunkist*.
4. The prices _____ full insurance cover.
5. Our firm _____ fast; 35% growth in only two years.
6. We _____ a departmental meeting every fortnight.
7. A receptionist _____ all incoming calls and _____ routine enquiries.
8. We _____ branches in most major cities.
9. Mr. Prescott _____ the candidates right now.
10. We _____ for a new Media Sales Manager.
11. Our engineer _____ to detect the cause of the fault.

b) Simple or continuous?

P&S (1) _____ (be) a chain of department stores with branches in many cities in the UK. Each store (2) _____ (sell) a variety of goods from textiles to kitchen utensils to furniture, P&S (3) _____ (employ) over 3,000 people and (4) _____ (have) a turnover of over £75m. The firm (5) _____ (grow) rapidly and at present (6) _____ (recruit) more highly qualified personnel to run its new branch in Maidstone, Kent.

II. Some verbs, especially those describing states, beliefs, or verbs which make a declaration are never ,or rarely, used in the Present Tense Continuous.

e.g.

Mantex *owns* over 50% of the shares.
The box *contains* 144 packets.
The consignment *weighs* 44 kilos and *measures* 2'x1'x1.5'.
C&F *means* that insurance is not included in the price quoted by the exporter.
Our record *shows* that you owe us £694.
They *believe* in free trade.
I *realise* that there has been a breakdown.
I *don't understand* how the profit margin is calculated.
I *don't know* what time I'll arrive, it *depends* on the traffic.
We *assure* you that your request will receive our best attention.
I *promise* to deal with the matter myself.
I *wish* to make my position clear on this point.
I *regret* to announce a 12% decrease in Profitability.
I *suggest* we look at the figures very carefully.

III With some verbs, it is sometimes possible to use either the Present Tense Simple or Present Tense Continuous, with different meanings, as in:

Jack *is* noisy.	Jill *is being* noisy today.
Dan *has* a Porsche.	We *are having* an interesting conversation.
I *think* I like you.	David *is thinking* about getting a new job.
This parcel *weighs* a kilo.	I *am weighing* the parcel right now.
It *depends* what you mean.	I'*m depending* on you.

PRACTICE

c) Put the verbs in brackets in either the Present Tense Simple or Present Tense Continuous:

We (1) _____ (have) a great deal of difficulty with this order and I (2) _____ (admit) that the delivery date is unlikely to be respected. However, I (3) _____ (realise) that you need rapid delivery and we (4) _____ (do) our best to ensure that the goods will arrive by the end of April.
In the circumstances, I (5) _____ (agree) that payment terms should be modified. I (6) _____ (suggest) a reduction of 2.5 per cent on the unit price.
I (7) _____ (assure) you that we will take the necessary steps to avoid any future delay and (8) _____ (promise) to supervise the satisfactory completion of your orders personally.

d) Put the verbs in the correct form.

We (1) _____ (have) offices in most European Capitals and (2) _____ (think) of opening another in Budapest shortly. I (3) _____ (think) this will help us to improve our performance in Hungary. In addition, we (4) _____ (try) to do better in Romania and Bulgaria but (5) _____ (doubt) whether this will be possible in the near future.
I (6) _____ (confirm) that I will spend a couple of weeks in Germany in the spring and will be able to meet you in Berlin during the first week of April. In the

meantime, I (7) _____ (send) our latest report on the situation in Eastern Europe under separate cover. If you (8) _____ (need) any further information, please let me know.

SKILLS FOCUS: Writing – FOR and AGAINST

Choose one of the essay titles below. Write a 250-word *for-and-against* essay, remembering to plan and organise your answer, and use some of the expressions in the box.

- *According to statistics, more and more Romanians go abroad to get a university degree. Do you think this is a good idea?* Support your opinion by using specific reasons and details.
- *What is the value of higher education?* Support your opinion by using specific reasons and details.
- *What is the future of higher education in Romania?* Support your opinion by using specific reasons and details.

I believe that …	Firstly, …	In my opinion …
Moreover …	The most important point is that …	
It could be argued that …	Also …	Thirdly …
I think …	Another point is that …	

You might find useful the following tips:

A good answer might be organised as follows:

- Paragraph 1: INTRODUCTION (*not very detailed; perhaps just one or two sentences*)
- Paragraph 2: FOR
- Paragraph 3: AGAINST
- Paragraph 4: CONCLUSION (*your opinion*)

TRANSLATION

1. Before translating a text you should decide what strategy you should take:

- should you translate it right away?
- do you read the entire text first?
- what do you do if you do not know a word?
- when you reread your translation which are the main points you focus on? Consider accuracy, clarity, style, preserving the original meaning, stirring the same reaction in the reader etc.

Having these strategies in mind, translate the following text into Romanian:

Most successful distance education students have done plenty of research to find the program that is right for them. Some of the points you need to consider before applying to a program include the following:

- Do I have a place at home or at work that I can claim as my own for extended periods of study and communication with the program? Will family members or others around me respect my need to spend time on my own?
- What are the specific educational outcomes of the program? Is earning a degree important to me, or do I want to take just a few classes to learn a new skill or to complete a certificate program to increase my professional status?
- What are the total costs of the program? Do the fees include books, if necessary? Are there any additional expenses I might incur?

2. A. Translate the following text into English:

Facultățile de stat din România se axează mai mult pe profit. Umblă zvonul că ar fi mult mai pregătite decât cele private, însă, în realitate, "statul" se transforma tot in "privat". Taxe mari, de la an la an și tot mai puține locuri la buget. Nu se mai pune accentul pe calitatea studenților, ci pe cantitate. Evaluările nu sunt relevante, organizarea este la pământ, studenții sunt din ce în ce mai criticați. Însă, de ce nu se pornește de la urmatoarea întrebare: oare există vreun motiv pentru care studenții devin tot mai plictisiți și neimplicați?

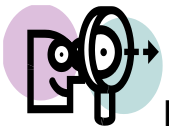
Din cauza faptului că nu există consiliere profesională, tot mai multi absolvenți de liceu se îndreaptă catre facultăți care nu îi caracterizează. Fie că este necesar să intre la buget, fie că sunt derutați și nu mai știu pe ce drum să o ia în viață. De asemenea, sunt tot mai multe cazurile în care studenții renunță în primul an la facultatea aleasă, pentru a-și mai da încă o șansă. Însă banii sunt puțini și părinții tot mai supărați din această cauză. De aceea joburile part-time, destinate studenților, au un foarte mare succes. Însă, dat fiind faptul că, la zi, o facultate presupune multe ore și cursuri inutile, mulți dintre aceștia nu mai reusesc să facă față.

Dacă ar fi existat, de la bun început, o îndrumare corectă, într-un sistem asemenea, cu siguranță populația reprezentată de studenți ar fi mult mai restransă și calitativă. Însă aceste lucruri sunt deja utopice în România.

(http://a1.ro/lifestyle/family/invatamantul-superior-din-romania-alegeti-va-cu-grija-si-cumpatare-drumul-in-viata.html)

2. B. Translate the following sentences into English paying attention to the use of the Present Tense Simple and Present Tense Continuous.

1. Mă trezesc la ora 7.30 în fiecare dimineaţă.
2. De obicei copii beau lapte dimineaţa, dar astăzi ei beau ceai.
3. Mereu îmi dă telefon şi îmi pune întrebări stupide.
4. Gheata se topeşte la soare.
5. Este sâmbăta seara. Familia Smith este acasă. Doamna Smith se uită la televizor, domnul Smith citeşte ziarul, iar fiica lor Juliet se joacă. Ei îşi petrec aproape fiecare sâmbăta seara în acest fel.
6. Niciodată nu plec de acasă fără umbrelă.
7. Pământul se învârte în jurul soarelui.
8. “Ce cauţi?” “Îmi caut stiloul.”



REMEMBER - VOCABULARY

LEARNING

- acquire /get /lack (an) education/training/(British English) (some) qualifications
- receive /provide somebody with training/tuition
- develop /design /plan a curriculum /(especially British English) course /(North American English) program /syllabus
- give /go to /attend a class /lesson /lecture /seminar
- hold /run /conduct a class /seminar /workshop
- sign up for /take a course /classes /lessons

SCHOOL

- go to /start preschool /kindergarten /nursery school
- be in the first, second, etc. (North American English) grade /(especially British English) year (at school)
- study /take /drop history /chemistry /German, etc.
- (British English) leave /finish /drop out of/(North American English) quit school
- (North American English) graduate high school /college

PROBLEMS AT SCHOOL

- be the victim /target of bullying
- (British English) play truant from /(both British English, informal) bunk off /skive off school (= not go to school when you should)
- (both especially North American English) skip /cut class /school
- (British English) cheat in /(North American English) cheat on an exam /a test
- get /be given a detention (for doing something)
- be expelled from /be suspended from school

WORK AND EXAMS

- do your homework /(British English) revision /a project on something
- work on /write /do /submit an essay/a dissertation /a thesis /an assignment /(North American English) a paper
- finish /complete your dissertation /thesis /studies /coursework
- hand in /(North American English) turn in your homework /essay /assignment /paper
- study /prepare /(British English) revise /(North American English) review /(North American English, informal) cram for a test /an exam
- take /(both British English) do /sit a test /an exam
- (especially British English) mark /(especially North American English) grade homework /a test

* (British English) do well in /(North American English) do well on /(informal, especially North American English) ace a test /an exam
* pass /fail /(informal, especially North American English) flunk a test /an exam /a class /a course /a subject

UNIVERSITY

* apply to /get into /go to /start college /(British English) university
* leave /graduate from law school /college /(British English) university (with a degree in computer science)
* study for /take/(British English) do /complete a law degree /a degree in physics
* (both North American English) major /minor in biology /philosophy
* earn /receive /be awarded /get /have /hold a master's degree /a bachelor's degree /a PhD in economics

Specific Bibliography:

(1) Prelipceanu, Cristina; David, Irina; Ioncică, Diana; Rotariu, Raluca (2005) – *First Steps in Business*, Editura Universitară, Bucureşti, , **Unit 1: On Education (pages 22-33)**
(2) Vince, Michael, (2010) - *New First Certificate Language Practice with Key,* Longman, London, **Vocabulary, Unit 18: Education and Learning (pages 252-256)**
(3) Fleischhack, Eric; Schwarz (2009) – *English Grammar*, Bucureşti: ALL Educational, **Present Tense Simple vs Present Tense Continuous**

Unit 2: WORK FOR A LIVING

OBJECTIVES

This unit will help you:

- get familiar with means of expressing opinions
- develop and practise vocabulary related to work
- revise and practise Past Time
- improve your letter writing skills
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

(A) EXPRESSING OPINIONS

1. **Imagine yourselves working in a hotel, an airport or a bank. Which would be the best place to work? Why? Which would be the worst place to work? Why?**
2. **Choose one of the places. Make a list of all the different jobs people do there.**
3. **Is there a job that you would be good at?**

(B) SKILLS AND QUALITIES

1. **Look at the list of skills and qualities in the box.**

SKILLS		QUALITIES	
computer skills	artistic skills	patient	calm
typing skills	language skills	physically strong	quick-thinking
driving skills	mathematical skills	emotionally strong	honest
telephone skills	managerial skills	well-organised	clean and tidy
interpersonal skills	financial skills	intelligent	punctual
		caring	

Which of them are necessary for the jobs on your list? Discuss this with your partner as in the example:

To be a _____ you need to have good _____ skills and to be _____.

2. Can you think of some more skills and qualities needed for the jobs on your list?

READING AND COMPREHENSION

I. Read the article quickly to find the answers to these questions:

'Chocolate tasting is like wine tasting – you don't swallow.' ELAINE JONES

Would working as a Confectionary selector for Chocolate Masters be a dream come true for chocoholics?

Julie Turner finds out.

One day Elaine Jones and a colleague of hers had to eat their way through almost ten kilos of chocolates. It took them from 9 am to 2 pm. Afterwards they felt 'very, very unwell'. But their chocolate marathon was not a binge. It was all in the course of duty. Elaine is one of the 11 people at Chocolate Masters who are responsible for chocolates and sweets. Her official title is confectionary selector. She has to sample chocolates every day.

'That 10 kilos was unusual,' she said. 'The technologist and I had to try out an entire fresh cream range from one of our suppliers before it went off. It was a very hot day which made things worse.'

Despite such excesses, Elaine is not overweight. How come? 'Chocolate tasting is like wine tasting,' she told me, 'you don't swallow unless it's so good you can't resist. I think all of us in the office have become immune to chocolate. It no longer makes us put on weight.' Perhaps, after 15 years in the business, Elaine has become immune to the temptations which, in her airy offices in the Chocolate Masters headquarters in Baker Street, I found overwhelming. There were chocolates everywhere.

Her chocolate enthusiasms began early. 'When I was little, like every kid, wanted to work in the Mars Bar factory. When I began in confectionary I was just like a child in a sweet shop, eating everything. But that's worn off. I like chocolate, but I'm not a chocoholic.

1. Which company does Elaine work for?
2. What is her job called?
3. What does she have to do?
4. How long has she been in the food industry?

II. Now read the text more carefully and find words which mean:

1. having too much of a good thing (line 7)
2. to try (line 13)
3. complete (line 17)
4. trying food (line 24)
5. well-ventilated (line 31)
6. too much (line 34)

III. Are these statements true or false?

1. Elaine samples 10 kilos of chocolate every day.
2. She does not usually eat the chocolate she tastes.
3. She is the only chocolate taster at Chocolate Masters.
4. She has not put on weight because of her job.
5. She has always wanted to work with food.

IV. What qualifications and training do you think Elaine needed to become a Confectionary Selector? Read about Elaine's career and fill in the chart:

Elaine was brought up in Essex. After A-levels she worked in banking for a year and hated it. Then, encouraged by a friend in retailing, she went to work at Harrods. 'I did my training there. I was a buyer for eight years – bread, patisserie, cakes – before moving into confectionary where I found my niche.'

She enjoyed the challenge, the fast turnover. In 1999 she moved to Chocolate Masters. Her basic responsibility is to develop new lines and she is in charge of both product and packaging. This involves a lot of travel in Britain and on the Continent, overseeing production, doing comparative shopping and visiting food fairs.

Elaine Jones

Qualifications
_____
Work experience
_____ (1 year)
_____ (8 years)
_____ (since 1999)

Present responsibilities
_____
_____

VOCABULARY DEVELOPMENT

I. Put each of the following words in its correct place in the text below.

calendar	credits	major	prospectus
technical	graduation	course	amount
requirements	outlines	curriculum	number
class hours	specified	three	electives
college	subjects	week	opportunity

The courses given by a (1) _____ or university are called its curriculum. The (2) _____ of the institution (3) _____ the complete (4) _____. It gives the (5) _____ for entry to each course, as well as the credits given for the (6) _____.

Each course is designated as giving a (7) _____ number of credits. These are usually equal to the number of (8) _____ devoted each week to the course. For example, a course that meets three times a (9) _____ usually gives (10) _____ credits towards graduation. Schools using the semester (11) _____ require about 120 credits for (12) _____. Between 30 and 40 of the required (13) _____ must be the student's (14) _____ subject.

Schools vary considerably in the (15) _____ of freedom given students in selecting their courses. Almost all schools have a certain (16) _____ of required courses called (18) _____. Liberal-arts colleges usually give students more (19) _____ to choose than do (20) _____ schools.

II. Choose the right answer

1. When you listen to a lecture, it is useful to ... the main points.
   a) clear b) notify c) put down d) write on
2. I can agree with you to a certain ..., Professor, but not entirely.
   a) part b) way c) extent d) level
3. The lecture was very ... and I slept for most of it.
   a) noisy b) sleepy c) annoying d) boring
4. Are you going to attend Professor's ... on the Commodity Science next week?
   a) lecture b) discussion c) conference d) meeting
5. A few jokes always ... up a lecture.
   a) liven b) inspire c) loosen d) raise
6. To begin the lecture, let's take an ... of the present situation.
   a) overview b) oversight c) overtone d) overture
7. There is a/an ... at the back of the book giving the answers to the exercises.
   a) index b) appendix c) key d) reference
8. During a lecture I always try to ... down the main points that are made.
   a) note b) jot c) doodle d) sketch
9. That's what I mean. You've hit the ... on the head.
   a) pin b) nail c) hammer d) point
10. It suddenly ... on me what he really meant.
    a) came b) hit c) dawned d) struck

III. Match each word in column A with its definition in column B.

1)	gymnasium	a)	charge or payment for professional advice or services
2)	rector	b)	an educational talk given by a lecturer to a large audience of students
3)	charta	c)	room/hall with equipment for physical training
4)	curriculum	d)	head of certain universities, colleges, etc
5)	budget	e)	course of study in a school, college, etc
6)	dean	f)	written statement of rights, permission to do something

especially from the government to a town/city/university

7) investment	g)	in some universities head of a department of study
8) fee	h)	the act of using money to obtain income or profit
9) lecture	i)	a series of academic lectures or lessons in a particular subject
10) course	j)	estimate of future income and expenditure made by a business company, society, private person, etc.

IV. Fill in the gaps with the right word in the required form: *to learn, to study, to teach:*

1. What subjects do you _____ in the first year?
2. I am planning _____ polytology next year.
3. You know much more than I do; so I cannot _____ you.
4. The student _____ to write with his left hand.
5. In _____ a foreign language, it is not enough _____ new words, it is necessary to use them in written and oral communication.
6. I would like _____ to ski, too.
7. Who has _____ you to surf so well?

LANGUAGE FOCUS: Means of expressing PAST TIME

- **PAST TENSE SIMPLE**

1. Completed actions: the simple past is used to talk about completed actions in the past.

*Susan **went** into the station and **bought** a ticket.*

As in the example above, the simple past is often used with expressions that refer to points of time in the past. Look at the following common examples and at the prepositions that are used with them:

at	6 o'clock/1.15/the end of the year/Christmas
on	Tuesday/15th May/the 21st/New Year's Day
in	January/1997/the 1990s/summer
no preposition	yesterday/yesterday morning/last Monday/a few days ago/the day before yesterday

2. Habits in the past: the past simple is used to describe past habits or states. A time expression (or a time clause) is usually necessary.

*I always **got up** at six in those days.*
*He **ran** 5 miles every day when he was young.*

- **PAST TENSE CONTINUOUS**

1. Points of time in the past: we use the past continuous to talk about an action or activity that was in progress at a particular moment of time in the past:

*At five o'clock yesterday afternoon, he **was reading** a book.*

2. Interrupted past action: we can use the past continuous to talk about an action or activity that was already in progress, and which was interrupted by another action:

*While Sue **was trying** to open the door, Pete came and helped her.*

We can rephrase this sentence using **when** for the second part:

*Sue **was trying** to open the door, when Pete came and helped her.*

3. Two or more parallel actions in progress: we use the past continuous to show that two or more actions were going on at the same time in the past:

*While mother **was cooking**, father **was reading** a newspaper and the children **were playing** in the garden.*

- **USED TO - *Past habits***

USED TO is used to describe past habits, usually in contrast with the present. A time expression is not necessary:

I *used to* get up at six, but now I get up at eight.

USED TO can also describe past states:

I *used to* own a horse. (I owned a horse once.)

Note the negative and interrogative forms of USED TO:

I *didn't use to* like beer.
Did you *use to* swim every day?

- **PAST PERFECT SIMPLE *- Previous and subsequent events***

The PAST PERFECT SIMPLE is used to refer back to completed actions that happened before other events in the past. Compare:

1. *When I arrived at the office, the meeting started.*

(I arrived at the office, and then the meeting started.)

2. *When I arrived at the office, the meeting **had started**.*

(The meeting started before I got to the office. I was late.)

In 1, it is also possible to use **as soon as** or **after** instead of **when.**
In 2, it is also possible to use **by the time** instead of **when.**

- **PAST PERFECT CONTINUOUS**

We use the PAST PERFECT CONTINUOUS to talk about the duration of an activity up to a point in the past:

When I left my last job, I ***had been working*** *there for four years.*

the point in the past

time expression emphasizing duration

A past time expression is necessary.

Practice

I. Choose the correct word or phrase from each pair underlined.

a) While I washed / was washing my hair, the phone rang / ringed.
b) How did you felt / did you feel yesterday afternoon?
c) When I reached / was reaching home I received / was receiving David's phone call.
d) Last summer I was going swimming / went swimming every weekend.
e) When the dog bit / was biting Laura's leg, she screamed / was screaming.
f) We sang / sung some songs and then ate some sandwiches.
g) When you fell / felt over the cliff, what happened / was happening next?
h) While Mary washed up / was washing up, she broke / was breaking a cup.
i) I didn't see / didn't saw where the bus stop was, so I was missing / missed the bus.
j) What did you do / were you doing when I phoned / was phoning you last night? There was no reply.

II. Complete each sentence with a suitable time expression from the list. You can use an expression more than once.

ago	in	last week	at	when	while

a) Two burglars broke into the house _____ we were watching television.
b) _____ I met an old friend of mine in the city centre.
c) What were you doing _____ the police officer knocked on the door?
d) Jan met Sarah _____ half past eight outside the cinema.
e) _____ Dick was preparing lunch, he cut his finger badly
f) I first came to this town more than twenty years _____.
g) Jim was studying to be a doctor _____ he met Sally.
h) Tony bought his first motorbike _____ 1992.
i) _____ did you start playing basketball?
j) Most of the young people left this village a long time _____.

III. Choose a sentence from a) to h) which is the best continuation of the conversations beginning 1) to 10).

1. What was Carol doing when you knocked on the door?____
2. How did Brenda spend her holiday? ____
3. What happened when the lights went out? ____

4. When did you meet Kathy? ____
5. What did Jean do when Tony called? ____
6. Did Ann hear what David said? ____
7. What did Pat do when the bell rang at the end of the lesson? ____
8. Why did Helen leave so early? ____

a) She went sailing most days, and sunbathed at the beach.
b) She put the phone down.
c) She was listening to the radio in the kitchen.
d) She went to meet her parents at the restaurant.
e) She came to my brother's birthday party.
f) While Tina was looking for a torch, they came back on.
g) She wasn't listening.
h) She put her books away and left.

IV. Put each verb given into either past simple or past continuous.

a) When Harry (wake up) _____, we (tell) _____ him the good news.
b) Where (you leave) _____ your wallet when you (go) _____ swimming?
c) Everyone (wait) _____ for the concert to begin when a message (arrive) _____.
d) When Tom (finish) _____ his letter, he (take) _____ it to the post office.
e) Pam (want) _____ a relaxing holiday, so she (choose) _____ to stay on a small island.
f) When I (study) _____ abroad, my parents (phone) _____ me every week.
g) I (find) _____ my lost pen while I (look for) _____ my pencil sharpener.
h) Ann (watch) _____television when Julie (arrive) _____.
i) When the lights (go out) _____, I (lie) _____ in bed reading.
j) When you (go) _____ to the new Chinese restaurant, what (you eat) _____?

V. Choose the correct form of the verb:

a) They fell/ were falling in love when they worked/ were working in Rome.
b) She read/ was reading quietly in her room, when suddenly the lights went / were going out and she heard / was hearing a scream.
c) He stood/ was standing up, walked / was walking across the room, and closed/ was closing the window.
d) A young woman walked/ was walking into the office. She carried/ was carrying a baby.
e) Didn't you meet/ Weren't you meeting your wife while you lived/ were living in Italy?
f) I saw/ was seeing you in the park yesterday. You sat/ were sitting with your arm around Tom.
g) As soon as I walked/ was walking into the room, she handed / was handing me the letter.
h) His father was really angry with him because he listened/ was listening to music while he did/ was doing his homework.
i) Why didn't they visit/ weren't they visiting me when they stayed/ were staying in London?

j) What did you write/ were you writing when your computer crashed/ was crashing?

VI. Choose the most suitable tense.

1. I suddenly remembered that I forgot / had forgotten my keys.
2. While Diana watched / was watching her favourite television programme, there was a power-cut.
3. Tom used to live / would live in the house at the end of the street.
4. Who was driving / drove the car at the time of the accident?
5. By the time Sheila got back, Chris went / had gone.
6. David ate / had eaten Japanese food before, so he knew what to order.
7. I did / was doing some shopping yesterday, when I saw that Dutch friend of yours.
8. I used to like / was liking sweets much more than I do now.
9. Laura missed the party because no one was telling / told her about it.
10. Tanya would / used to be a doctor.

VII. Put each verb in brackets into a suitable tense. All sentences refer to past time. Only use the past perfect where there is absolutely necessary.

1. While I (try) _____ to get my car started, a passing car (stop) ***stopped*** and the driver (offer) _____ to help me.
2. The police (pay) _____ no attention to Claire's complaint because she (phone) _____ them so many times before.
3. Mary (not wear) _____ her glasses at the time, so she (not notice) _____ what kind of car the man (drive) _____.
4. Nick (lie) _____ down on the grass for a while, next to some tourists who (feed) _____ the ducks.
5. Tony (admit) _____ that he (hit) _____ the other car, but said that he (not damage) _____ it.
6. Sorry, I (not listen) _____ to you. I (think) _____ about something else.
7. Helen (feel) _____ very tired, and while she (finish) _____ her studying, she (fall) _____ asleep.
8. The police (get) _____ to Claire's house as fast as they could, but the burglars (disappear) _____.
9. I (phone) _____ you last night but you (not answer) _____. What (you do) _____?
10. We (not go) _____ out yesterday because it (rain) _____.

VIII. Decide whether the tense underlined is suitable or not.

1. While I had a bath, someone knocked on the door.
2. Sally didn't go to a boxing match before.
3. They all wanted to believe her, but suspected she was lying.
4. What did you wear to the Martins' party?
5. I didn't know you had bought a new car.
6. Were you eating spaghetti every day when you lived in Italy?
7. Harry tried to repair the car, but he didn't really know what he was doing.
8. As Peggy went home, she tried to remember what happened.
9. 'What a terrible day!' thought Lucy. Everything had gone wrong!

10.Although it rained a lot, I was enjoying my holiday last year.

IX. Complete the sentences for situations in the past. Decide which tense you need to use.

A plumber (1. come) ..... to our house yesterday. He (2. want) ..... to repair our washing machine that (3. break) ..... a few days before. Before he (4. ring) ..... at my door, he (5. look) ..... for a parking space for about ten minutes. While the plumber (6. repair) ..... the washing machine, I (7. watch) ..... the news. Suddenly, I (8. realise) ..... that they (9. show) ..... our street on TV. The reporter (10. say) ..... that a car (11. crash) ..... into a stop sign just before reaching the crossroads. While I (12. listen) ..... carefully to what (13. happen) ....., someone (14. knock) ..... at my door. I (15. open) ..... the door and (16. see) ..... a police officer standing there. He (17. ask) ..... for the plumber. As it (18. turn) ..... out, it (19. be) ..... our plumber's car that (20. roll) ..... down the street. In his haste, the plumber (21. forget) ..... to put the handbrake on.

SKILLS FOCUS: Transactional Letter – Applying for Holiday Jobs

I. Look at the advertisement below. Would you be interested in a job like this? What would you want to know about it before you decided to take it? What might the drawbacks be?

II. If you wanted the job, what would you say about yourself in your letter? How formal do you think your letter should be?

HOLIDAY JOBS!

Need to improve your English?
Want to spend some time abroad?
Short of cash?
Why not come and work for us at Home Farm!

You'll be picking fruit and generally helping out with all the usual farm work. We'll pay you by the hour, so the harder you work, the more you'll earn! We'll provide a place to sleep and all your meals.

Interested? Why not drop us a line (and a photo). We'll be happy to answer any queries.

Mr and Mrs Bull, Cold Comfort Farm, Sussex, Great Britain SU3 8TZ

Michel Dupont saw the advertisement and made these notes:

QUESTIONS TO ASK

- When does the job start and finish?
- Will I be the only one there?
- Where exactly will I sleep?
- What is the minimum rate per hour?
- How many hours will I be expected to work?
- Can I have a photo of the farm?

III. Scan the letter below. Do you think the farmer would be satisfied with it? Why not?

Rue Vichy
Troyes
France

15 May, 200-

Dear Mr and Mrs Bull,

I saw your advertisement in the paper and I am very interested in working on your farm.

I'm a student and I need more practice with my English. I was hoping to come to Great Britain but didn't want to ask my parents for money. Working for you would be an ideal solution.

I am 18 years old and very fit. Although I've never worked on a farm before I have helped on a building site and I am used to working hard. I'm very fond of animals and would be happy to help with the cows and sheep if needed.

Could you please let me know how long you would want me for, how many hours a day and what the minimum wages per hour would be. I would like to know if there would be other students there too and where I will be sleeping.

I enclose a photo as requested. My last employer will be happy to write me a reference, if you so wish.

I look forward to hearing from you soon,

Yours sincerely,
Michel Dupont

Reread the letter and answer these questions:

1. Has Michel given the information he was asked for in the advertisement? Has he asked about all the points he noted down himself?
2. The advertisement was informal – is Michel's letter
   a. too formal?
   b. too informal?
   c. just right?
3. Has Michel used clear paragraphs for each new section of the letter? How does he show he is beginning a new paragraph?

Mr and Mrs Bull received another letter on the same day but they were not very impressed? Why?

Paris

Tuesday, 16 May

Dear Sir/Madam,

I saw your advertisement in the newspaper and I am quite interested at the job. I'm 16, a student and I really want a holiday away from the parents. I'm fit and healthy and I adore to be outdoors. The only problem is that I'm scared from cows but I could keep away from them, I expect?
Please tell me how much I earn exactly and what there is to do in the evenings. No discos I suppose?
My Friend Daniel, who goes to college with me, would also like a job. Could you let me know if you need any more helpers?
I am sending the only photo I have at the moment, but please don't worry. My leg would be out of plaster soon.

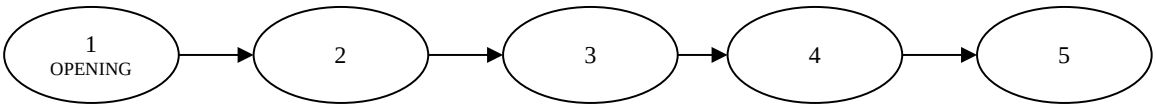
Please write back soon!

Regards, Didier

Didier's letter contains errors in each of the areas below. Find examples of each type and underline them.

- structure (grammar)
- layout
- inappropriate greeting
- inappropriate ending
- paragraphing
- inappropriate language (too formal or too informal)
- inappropriate content
- style inconsistent (changes from formal to informal)

Look back to Michel's letter and complete this plan.



IV. Imagine you are interested in the job below. Write a letter giving the information required. Include any queries you might have.

Do you like having fun?
Do you want to be with young people?
Can you organise sports and entertainments?
Have you had experience of camping?
Can you cook?

Volunteers Needed at
SUMMER CAMPS!

We need helpers for our youth camps in the USA this summer.

Accommodation and modest salary provided.

Interested? Write and tell us a little about yourself. Send your letter to

Samba Youth Camps
2214 Creek Drive Colorado USA

P.S. Need more information?
Just send us your queries with your letter and we will write back immediately!

USEFUL TIPS:
Planning:
Underline the important points in the advertisement before you reply, and keep checking back as you write to make sure you have included all the relevant points.
Paragraphing:
Remember to group your ideas into paragraphs and to start each paragraph on a new line, preferable indented. A paragraph should normally contain more than one sentence!
Style:
Decide how formal your letter should be before you start writing. Make sure the style is consistent throughout your letter.

TRANSLATION

I. Translate the following text into Romanian:

An informal business letter is a bit more relaxed than a formal business letter, but not relaxed enough to be casual.

Instructions:

- Use writing that is breezy rather than casual. Be brief, straightforward and logical.
- Employ standard grammar, spelling and formatting rules, but relax your tone and construction slightly.
- Use contractions and conversational phrases to soften the letter.
- Begin with the date, both your address and the recipient's (or just your address) and a salutation.
- Choose "Dear" over "To Whom It May Concern."
- Place a comma after the salutation ("Dear Jane,") instead of a colon.
- Use personal statements to make the letter less formal: "I agree with your assessment of the highway construction project. I too commute that way."
- Close with "Best," "Cheers" or "Regards," rather than "Sincerely" or "Thank You."

II. Translate the following sentences into English, paying attention to the use of Past Tense Simple and Continuous:

1. Când am plecat de la poliţie, Albert şi soţia lui mai vorbeau încă cu un poliţist.
2. Pe când îmi căutam ochelarii, a sunat telefonul; în timp ce mergeam sa răspund, cineva a bătut la uşă; telefonul încă mai suna când am deschis uşa, dar când m-am întors el s-a oprit.
3. Am cunoscut-o pe verişoara ta în 1998.
4. Când Peter era tânăr alerga timp de o jumătate de ora în fiecare dimineaţă.
5. Când l-ai văzut ultima dată?
6. Ce oraş ai vizitat anul trecut?

REMEMBER - VOCABULARY

EMPLOYMENT / CAREER / PROFESSION / OCCUPATION / TRADE

- these are all words for the work that somebody does in return for payment, especially over a long period of time.

* **work** = the job that somebody does, especially in order to earn money:
  *It's very difficult to find **work** at the moment*.
* **employment** = (rather formal) work, especially when it is done to earn money; the state of being employed or the situation in which people have work:
  *Only half the people here are in paid **employment***.
* **career** = the job or series of jobs that somebody has in a particular area of work, usually involving more responsibility as time passes:
  *He had a very distinguished **career** in the Foreign Office*.
* **profession** = a type of job that needs special training or skill, especially one that needs a high level of education:
  *He hopes to enter the medical **profession***.
* **The profession** = all the people who work in a particular profession:
  *the legal **profession**;*
  ***The professions** are the traditional jobs that need a high level of education and training, such as being a doctor or lawyer.*
* **occupation** = (rather formal) a job or profession:
  *Please state your name, age, and **occupation***.
* **trade** = a job, especially one that involves working with your hands and requires special training and skills:
  *Carpentry is a highly skilled **trade***.

IDIOMS AND EXPRESSIONS

- in /out of work /employment
- full-time /part-time work /employment /career /occupation
- permanent /temporary work /employment

- ❖ well-paid work /employment /profession /occupation
- ❖ low-paid work /employment /occupation
- ❖ to look for /seek /find work /employment /a career /an occupation
- ❖ to get /obtain /give somebody /offer somebody /create /generate /provide work /employment

Specific Bibliography

1. Vince, Michael, (2010) - *New First Certificate Language Practice with Key,* Longman, London, **Vocabulary, Unit 2: Work and Employment (pages 190-194)**
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Unit 3: RECRUITMENT

OBJECTIVES

This unit will help you:

- understand how information is structured in a Curriculum Vitae
- revise and practice language related to recruitment
- revise and practice means of expressing Present Perfect Simple
- write a Curriculum Vitae according to the commonly accepted European criteria
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

Try and answer the following questions:

1. How do people find work? Which are the steps they have to take?
2. When you go to a job interview, what do you have to carry along with you? How do Americans call it? What does it contain?

READING AND COMPREHENSION

I. A job advertisement will usually ask you to send in a CV. Conventions as how to write one have been changing. Read the following text, then answer these questions:

1. How many parts a CV should have?
2. What does each part should contain?
3. How should we order the information about our education and work experience?
4. Are our hobbies or interests important when we apply for a job?

HOW TO WRITE A SUCCESSFUL CV BEFORE APPLYING FOR A JOB?

Getting a CV up to scratch is an important part of the job searching process. A good curriculum vitae - or CV - is vital when looking for work,
5 especially when there are numerous candidates for the same job, so what should it contain? There is no perfect template, and each sector may require a different emphasis on a different aspect of the content, such as career history

or qualifications.

However, experts suggest there are some basic rules on how a CV should be written and the information that should be included. Overall, a CV should be neat and typed if possible. Most libraries now have public computers, if you do not have your own. It should also be short, usually no more than two sides of A4. It should be positive, stressing achievements and strengths, and make a good impression in a clear and positive way.

The basic format for a CV includes:

1. **Personal details**, including name, address, phone number, email address and possibly any professional social media presence. You no longer need to include your date of birth, owing to age discrimination rules.

2. Career history, starting with your most recent job first. Include dates and temporary or voluntary jobs if appropriate.

3. **A personal profile** which sells yourself and your qualities, tailored towards the job you are applying for.

4. **Achievements** from previous jobs that are relevant.

5. **Qualifications and training** from previous jobs, with the most recent first.

6. Interests, if they are relevant and especially if the skills or teamwork concerned are relevant for the job.

7. Any extra information, such as reasons for a career change or reasons for gaps in career history, such as caring duties.

8. References, ideally two or more and including a recent employer.

Corinne Mills is managing director of Personal Career Management, which offers careers coaching. She says that a simple font and formatting is required - and the spelling must be checked and checked again. "Poor spelling is the quickest way of getting a rejection," she says. She adds that people should check five or six adverts for a particular job and then use the common requirements to mould their CV. "Many people think that one CV will fit all applications, but it needs to be a very targeted document for the role they are going for. Do some research so you understand what employers are looking for."

II. Reread the text above and find words that mean:

a. at an acceptable standard or quality;
b. a document or file having a preset format
c. special attention or effort directed toward something
d. on the whole; generally
e. orderly and precise in procedure; systematic
f. adapted to a particular taste, purpose, need, etc.
g. an empty space or interval; interruption in continuity
h. training
i. to produce by adapting
j. intended

VOCABULARY DEVELOPMENT

1. Choose the most suitable answer a), b) or c):

1) Which of the following does not mean recruiting new personnel?
   a) taking on
   b) employing
   c) dismissing
2) Which part of a Curriculum Vitae (C.V.) gives information about your past work record?
   a) Skills
   b) Experience
   c) Qualifications
3) Which word is a synonym for candidate?
   a) applicant
   b) interviewer
   c) employer
4) What is a cover letter?
   a) a letter from your former boss to your new employer
   b) a letter that you send with your CV to apply for a job
   c) a letter informing you that you have been unsuccessful at interview
5) Which word means to make a request for a job?
   a) to apply
   b) to hire
   c) to interview
6) Out of 400 applications, 10 candidates were … for interview.
   a) collected
   b) rejected
   c) selected
7) Applicants are asked to supply … from past employers.
   a) qualifications
   b) references
   c) requests
8) What does to screen candidates mean?
   a) to invite them for interview
   b) to examine their education and work background
   c) to inform them whether or not they got the job
9) What are routine tasks?
   a) special jobs
   b) ordinary work
   c) difficult jobs
10) In an interview, what are behavioural questions?
   a) questions about the candidates paper qualifications
   b) questions about their current position
   c) questions about how candidates react in certain situations

2. The following words and expressions are all related to *RECRUITMENT*. Read them carefully, finding a suitable explanation for each of them.

Then, complete the following sentences with the right word or phrase (sometimes there is more than one possibility):

- to recruit (v) [BE] = to hire (v) [AE]
  - recruitment (n) [BE] = hiring (n) [AE]; recruitment agency
  - recruit (n)
  - recruiter (n)
- to employ (v)
  - employment (n); employment agency
  - employer (n)
  - employee (n)
- to headhunt (v)
  - headhunting (n)
  - headhunter (n)
- to advertise (v)
  - advertisement (n)
  - advertising (n)
  - advertiser (n)
- to apply for [sth.] (v)
  - application (n); application form
  - applicant (n)
- to candidate (v)
  - candidature (n)
  - candidate (n)
- to appoint sb. to a position
  - appointment (n)
- to interview (v)
  - interview (n); to attend an interview
  - interviewer (n)
  - interviewee (n)
- to select (v)
  - selection (n)
- to assess (v)
  - assessment (n)
- to shortlist (v)
  - shortlist (n)

- ✓ CV [BE] = resume [AE]
- ✓ covering letter [BE] = cover letter [AE]
- ✓ selection process
- ✓ educational qualifications
- ✓ letter of application
- ✓ group discussion
- ✓ to offer sb. the/a job
- ✓ to turn the/a job down
- ✓ to accept the/a job
- ✓ references

1. I hope she _____, because if she _____ the job, we'll have to start looking again.
2. That last applicant was very strong, but I understand he's had two other _____ already.
3. They've finally _____ a new receptionist.
4. I phoned to check on my application, but they said they'd already _____ someone.
5. This job is so important. I think we need to _____ someone.

6. Computer programmers wanted. Only those with UNIX experience should _____.
7. The selection process has lasted three months, but we're going to _____ someone next week.

3. Replace the underlined phrases with correct forms of words and expressions from the previous exercise:

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his driving licence and contacted (3) previous employers Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.
Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6) requests for the job. After looking at the life stories of the (7) people asking for the job and looking at (8) what exams they had passed during their education, the company (9) had chosen six people to interview, (10) done tests on their personality and intelligence and they had then given someone the job.

4. Insert the following words in the gaps in the text below:

- applicant
- apply
- employment agencies
- job vacancies
- application
- candidate
- interview
- references
- application form
- curriculum vitae or CV (BE) or resume (AE)
- job description
- short-listed

Many people looking for work read the (1) _____ advertised in newspapers by companies and (2) _____. To reply to an advertisement is to (3) _____ for a job. You become a (4) _____ or an (5) _____. You write an (6) _____, or fill in the company's (7) _____, and send it, along with your (8) _____ and a covering letter. You often have to give the names of two people who are prepared to write (9) _____ for you. If your qualifications and abilities match the (10) _____, you might be (11) _____, i.e. selected to attend an (12) _____

LANGUAGE FOCUS: Present Perfect Simple

1. ***Present result of the past***: We use the PRESENT PERFECT SIMPLE to talk about a present situation which is a result of something that happened at an unspecified time in the past. Therefore we **do not** use specific time expressions such as **yesterday, last week, etc.**

   *I **have given** your report to the teacher.*
   (I gave him your report and he has it now – this is the present result)

   *I **have sent** them the books they wanted.*
   (I sent them. They are probably in the post now.)

2. ***Completed activities in the recent past***: the PRESENT PERFECT SIMPLE is often used with words such as **just, of late, recently, lately, up to now, so far, up to the present, already, yet** etc., which refer to a period of time that is very close to the present moment.

   *I'm sorry, Mrs Smith is not here. She **has <u>just</u> left.***
   *I **have not seen** Jack **<u>lately</u>**.*

Already is used in positive sentences. It often indicates that something has taken place slightly earlier than expected. Notice its position in the sentence:

*She **has <u>already</u> shown** me the figures.*

Yet is used in question and negatives. It shows that we expect an action will take place if it has not happened up to now. Notice the position of **yet**:

***Have** you **talked** to Peter **<u>yet</u>**?*
*I **have not talked** to him **<u>yet</u>**.*

3. ***Unfinished periods of time:*** the PRESENT PERFECT SIMPLE is often used with prepositions or prepositional phrases indicating periods of time that have not finished yet. Common examples are: **today, this morning, this month, this year, these days, these weeks, over the last few days, all day, all night etc.**

   ***<u>This month</u>** we **have received** a lot of complaints.*
   (The month has not finished, and there may be more complaints.)

If we are speaking after one of these time periods, we use the simple past because we are referring to a period of time that has finished. Compare:

***Have** you **seen** John **<u>this morning</u>**?*
(**It is now 11.15** in the morning; the morning has not finished.)
***Did** you **see** John **<u>this morning</u>**?*
(**It is now 2.30** in the afternoon; the morning has finished.)

4. ***Indefinite periods of time***: the PRESENT PERFECT SIMPLE is often used with words such as: **ever, never, often, seldom, always, several times etc.** to talk about *general life experience*.

   ***Have** you **<u>ever</u> worked** abroad?* (That is, in all your life up to now?)

   *I **have <u>never</u> been** to America.* (That is, not in all my life up to now.)

The PRESENT PERFECT SIMPLE with ever is often followed by the SIMPLE PAST. We use the SIMPLE PAST to give more information about a completed action, when referring to a specific time or context:

***Have** you **<u>ever</u> been** to Hong Kong?*
*Yes, I **have**. I **worked** there **<u>two years ago</u>**.*

5. ***For and since***: The PRESENT PERFECT SIMPLE is often used with **for** and **since** to talk about things that began in the past and have continued up to now:

*They **have not seen** Alice **since 2001/Christmas/she went to London**.*

Since denotes the beginning point of a period of time that extends up to the present. Common examples: **since** 10.15/Monday/the 18th/last week/June/1999/I left school etc.

*These boys **have been** here **for half an hour**.*

For refers to a period of time that continues up to the present. Common examples: **for** ten minutes/five days/three months/two years/a long time/ages etc.

To ask questions about periods of time, we can use **How long …?** + **present perfect**:

***How long have** you **been** in England? I **have been** here **since** August.*

!COMMON MISTAKES: We do not use the present simple tense with **for** and **since** to talk about something that began in the past and has gone up to the present:

WRONG: *I am here since December.*
RIGHT: *I **have been** here **since** December.*

PRACTICE

I. Choose between the past simple and present perfect.

Stella McCartney, Paul McCartney's daughter, (1) *joined / has joined* the troubled Paris fashion house Chloé barely a year ago. It (2) *took / has taken* her just one year to reverse its fortunes. Previously Chloé (3) *was / has been* virtually invisible as a major force in the world of fashion. But almost single-handedly she (4) *transformed / has transformed* Chloé into the most talked about fashion brand in the world. She (5) *increased / has increased* sales fivefold. Paris (6) *didn't see / hasn't seen* anything like it since the young Yves Saint Laurent (7) *took / has taken* the city by storm 30 years ago.

When she (8) *was / has been* appointed it (9) *was / has been* clear she (10) *knew / has known* what she (11) *had / has had* to do. 'I want to bridge the gap between the consumer and the press. At the moment, fashion is just sort of stuck in the middle.'

So far, Stella (12) *stuck / has stuck* to her philosophy of avoiding outrageous and commercial catwalk creations. She (13) *kept / has kept* to the simple philosophy of designing clothes that she or her friends would like to wear. As her best friends are Kate Moss, Naomi Campbell and Yasmin Le Bon, it also brings her big publicity.

II. Complete the memo with the past simple or present perfect forms of the verbs in brackets:

Memo
To: Peter Thompson
From: Marie Delacroix
Date: October 25th
Re: Counterfeiting

I'm worried about the sales of the range of fragrances we (1) _____ (launch) two years ago. In the first year, sales (2) _____ (increase) steadily. However, since the beginning of this year, sales (3) _____ (fall) by almost 10%.

The reason for this is clear. Several firms in SE Asia (4) _____ (copy) our designs and are now flooding the French market with them. This (5) _____ (become) a serious problem.

Last month, I (6) _____ (organise) a team of investigators. Up to now, they (7) _____ (find) many counterfeit goods, which the police (8) _____ (seize) and impounded. Yesterday, I (9) _____ (contact) several firms who (10) _____ (inform) me that they (11) _____ (have) similar problems. They all (12) _____ (lose) sales because of counterfeiting.

III. Peter Fisher is Caferoma's Head of Sales. He is introducing himself and the company to new sales recruits. Complete his speech with the past simple or present perfect forms of the verbs in brackets.

Good morning and congratulations on becoming a member of Caferoma's successful sales team. I'm Peter Fisher, Head of Sales. First, I'll introduce myself and then I'll tell you a little bit about your new company.
I (1) _____ (leave) university 20 years ago and then I (2) _____ (go) to the United States. I (3) _____ (join) Caferoma 15 years ago and (4) _____ (work) in the Sales Department for 10 years. I (5) _____ (become) Head Of Sales last July and I (6) _____ (not have) a holiday ever since.
Caferoma (7) _____ (be) the market leader for many years now. A year ago we (8) _____ (reorganise) our Sales Department and, since November, our turnover (9) _____ (increase) by 12% and our share price (10) _____ (rise) sharply because of our excellent results. In the last three months we (11) _____ (cut) costs by almost 5%.
Bringing us up to date, last week Caferoma (12) _____ (launch) an advertising campaign for a low-priced decaffeinated product. It will be your first job to sell this product.

IV. Read this fax sent by Nathalie Druot, a sales representative in France for Caribcool International. Complete the fax with the correct forms of the verbs in brackets.

FAX MESSAGE

CARIBCOOL INTERNATIONAL
20 Rue de Pontoise
Paris 75005
France
Telephone: + 33 1 92 08 56 67
Fax:+ 33 1 92 08 56 68

To: Marten Bros. +44 132 1175
Attention: David Black
From: Nathalie Druot
Date: November 7th
Subject: Sales trip

Pages including this: 1

Dear David,

I've tried to phone you several times but have been unable to contact you. I know you want to hear about my recent sales trip, so I'm faxing you this short report.
During the trip, I (1) _____ (visit) a number of supermarkets and hypermarkets in Southern France where I (2) _____ (give) presentations of our new products. There (3) _____ (be) a great deal of interest in our relaunched cola drink, Gogo. I think it'll be a winner over here. In Montpellier and Bordeaux, I (4) _____ (meet) the owners of some large retail outlets and (5) _____ (inform) them of our new discount policy. So far, no one (6) _____ (complain) about the lower discounts we are offering.
Last Saturday, I (7) _____ (go) to Montpellier and (8) _____ (have) an enjoyable lunch with Martine Roland – one of our best customers. She promised to buy 20 cases of Gogo, but I (9) _____ (not receive) an order from her yet. I'll let you know as soon as I hear from her.
In Nimes, I ran into Francois Duperrier. He (10) _____ (have) a difficult time lately. He (11) _____ (leave) his last job in May and since then, he (12) _____ (be) unemployed. He knows the French market inside out. Maybe he could be our area rep in the South of France. What do you think? As you know, our sales in the South (13) _____ (fall) by almost 10% in the last nine months or so. This can't go on. We must do something to improve our performance, and I'm simply not able to cover the whole of France by myself.
Some good news now. Our TV commercial for Gogo was shown for the first time last night. This morning, several people (14) _____ (phone) me, saying how much they liked it. They think it effective – very clever and humorous! The commercial should really boost Gogo's sales and get everyone talking about the drink.
Finally a word about my October sales report. I (15) _____ (just finish) writing it, so you should get it in a few day's time. Sorry it's a bit late.

Best wishes,

Nathalie

V. Complete the second sentence so that it has a similar meaning to the first sentence.

a) We started working here three years ago. We _____ three years.
b) This is the first time I have been on a plane. I _____ before.
c) That's strange! My pen isn't here! That's strange! _____ disappeared!
d) Nicky and Jan aren't at this school any more. Nicky and Jan _____ this school.

e) I saw a friend of yours a few moments ago. I _____ a friend of yours.
f) I'm still writing my letters. I _____ my letters yet.
g) Is this your first visit to South America? Have _____ before?
h) Oh bother! My wallet is still in the car. Oh bother! I _____ my wallet in the car.
i) It's a long time since we spoke to your sister. We _____ to your sister for a long time.
j) Is Anna still asleep? Has _____ up yet?

VI. Match the clauses in list A with the clauses in list B to form sentences in the past simple or present perfect simple:

A	B
1. A lot of cinemas have closed	a) since it opened in 1952.
2. He published a new novel	b) twice already
3. People started to watch TV	c) last year.
4. Millions of people have seen the play *The Mousetrap*	d) since the arrival of video.
	e) when I was twelve.
5. I have seen her new film	f) when she was ten years old.
6. Television programmes have got worse	g) about 50 years ago.
7. She decided to become an actress	h) but it hasn't opened yet.
8. She has finished a new film	i) since they allowed private channels.
9. I went to my first concert	

VII. Put each verb given into either present perfect simple, past simple or present simple.

a) Last week I (lose) _____ my scarf, and now I (just lose) _____ my gloves.
b) I (work) _____ for Blue Bank at the moment but I (decide) _____ to change jobs.
c) We (be) _____ here for hours. Are you sure we (come) _____ to the right place?
d) (you see) _____ my calculator? I'm sure I (leave) _____ it here earlier.
e) We (have) _____ some coffee after that and then (catch) _____ the bus home.
f) I (never eat) _____ octopus, but once on holiday I (eat) _____ some squid.
g) I (hope) _____ you aren't a vegetarian. I (cook) _____ you some lamb chops.
h) Recently a lot of young people (take up) _____ in-line skating.
i) When we (reach) _____ the cinema, there (not be) _____ any tickets left.
j) Please come quickly! Nick (have) _____ an accident, and he (go) _____ to hospital.

VIII. Put a time word or phrase from the list into each space:

yet	for	since	often	ever
never	already	so far	just	always

a) Carlos has lived in the city centre _____ 1996.
b) Thanks for the present! I've _____ wanted a pet goldfish!

c) Have you _____ drunk pineapple juice? It's fantastic!
d) I've _____ heard some fantastic news! I've passed my exams!
e) Hurry up! Haven't you finished _____? You are a slow-coach!
f) Nina has worked in this company _____ five years.
g) I've _____ passed this building, but this is the first time I've been inside.
h) I've _____ been on a big ship before. It's an interesting experience!
i) We're very busy today. _____ we've sold over a hundred bikes.
j) Can I have a different book? I've _____ read this one.

SKILLS FOCUS: WRITING – *CV (RESUME)*

a. Read the answers to the questions from READING, exercise 1.
b. Taking into considerations these answers, write your own CV. Type it or word process it if possible. Pay attention to the layout and features discussed. (You can download and use the model provided at europass.cedefop.europa.**eu**/europass/.../**CVTemplate)**

TRANSLATION

1. Translate the following text into Romanian, having in mind the tips given in the first unit:

Scottish Power plans to create 1,500 new jobs over the next 10 years and has invested £3bn ($4.9bn) to improve its high-voltage transmission electricity network in Scotland.

The energy company, which is owned by Iberdrola of Spain, said the project would include the connection of up to 5GW of renewable energy, helping Scotland achieve its 2020 carbon reduction targets, and extensive upgrades to the electricity grid links between England and Scotland.

Four out of five energy industry employees are set to retire over the next 15 years, and ScottishPower said it wanted to attract a new generation of workers to the industry and was encouraging its contractors and companies in the wider supply chain to do likewise.

The company hopes to recruit graduate engineers and apprentices over the next decade as well as retrain under-25s into highly skilled jobs. Some of the jobs will be completely new while others will replace people who have retired.

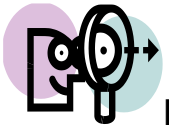
Alex Salmond, Scotland's first minister, said: "Scottish Power's plans to upgrade transmission will ensure the grid is capable of carrying increasing supplies of clean green energy generated to domestic and European markets.

"With [Scotland's] plans to harness up to 10GW of offshore capacity in Scottish waters by 2020, alongside other renewable sources, it will be essential that generators can distribute power to where it is needed."

(*Financial Times, August 17, 2011*)

2. Translate the following sentences into English paying attention to the use of past simple and present perfect.

1. Ieri ne-am întâlnit şi mi-a dat o carte.
2. A vorbit foarte încet şi nu am înţeles nimic.
3. Surorile mele tocmai au venit de la birou.
4. Am cunoscut-o pe actual mea şefă în 1998.
5. Când l-ai văzut ultima dată?
6. Ce oraş ai vizitat anul trecut când ai fost la conferinţă?
7. Ai încercat vreodată să-l ajuţi?
8. Nu ne-am mai întâlnit de luni de zile, am fost foarte ocupaţi cu problemele de la serviciu.
9. De când este plecată?



REMEMBER - VOCABULARY

GETTING A JOB

* look for work
* look for /apply for/go for a job
* get /pick up /complete /fill out/(British English) fill in an application (form)
* send/email your (British English) CV /(North American English) résumé /application /application form /covering letter
* be called for /have /attend an interview
* offer somebody a job /work /employment /promotion
* find /get /land a job
* employ /(especially North American English) hire /recruit /(especially British English) take on staff /workers /trainees
* recruit /appoint a manager

DOING A JOB

* arrive at /get to /leave work /the office /the factory
* start /finish work /your shift
* do /put in /work overtime
* have /gain /get /lack /need experience /qualifications
* do /get /have /receive training
* learn /pick up /improve /develop (your) skills
* cope with /manage /share /spread the workload
* improve your /achieve a better work-life balance
* have (no) job satisfaction /job security

BUILDING A CAREER

* have a job /work /a career /a vocation

- find /follow /pursue /(especially North American English) live (out) your vocation
- enter /go into /join a profession
- choose /embark on /start /begin /pursue a career
- change jobs /profession /career
- be /(both especially British English) work /go freelance
- do /take on temp work /freelance work
- do /be engaged in /be involved in voluntary work

LEAVING YOUR JOB

- leave /(especially North American English) quit /resign from your job
- give up work /your job /your career
- hand in your notice /resignation
- plan to /be due to retire in June /next year, etc.
- take early retirement

Specific Bibliography

1. Mackenzie, Ian (2010) *English for Business Studies – a Course for Business Studies and Economics students*, CUP, 3rd edition, **Unit 6: Recruitment (pages 33-36)**
2. Fleischhack, Eric; Schwarz (2009) – *English Grammar*, Bucureşti: ALL Educational**, Present Perfect Simple**

Unit 4: APPLYING FOR A JOB

OBJECTIVES

This unit will help you:

- understand how information is structured in an application letter
- revise and practice language related to jobs, job application
- revise and practice Present Perfect Continuous
- write an application letter according to the commonly accepted rules
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

I. Try and answer the following questions about yourselves.

(A) If you are still a student.

1. What job would you like to do in the future?
2. Do you think you have the right personal qualities and skills for the job?
3. Which of the items in the lists below would be most important in your job?

(B) If you have a job now.

1. What job do you do?
2. Why did you choose it?
3. What sort of personal qualities and skills do you need for your job? (Some of the words below may help you.)

1	2	3	4
* patience	* humour	* good manners	* good communication skills
* honesty	* ambition	* leadership qualities	* a sense of humour
* intelligence	* initiative	* a sympathetic manner	* ability to cope in a crisis
* independence	* stamina	* ability to work under pressure	
* reliability	* enthusiasm		
* efficiency	* energy		
* confidence	* imagination		
	* creativity		

II. Now make adjectives where possible from the nouns in lists 1 and 2.

III. Look at these job advertisements. Which job would you prefer? Why?

TOURIST GUIDE

Do you want to work for one of the most up and coming companies in International Tourism? Do you:

- know this area well?
- have experience in dealing with groups?
- speak at least two languages?

We have a vacancy for a Tourist Guide.

You will need patience, good humour and excellent communication skills. A smart appearance is essential. Excellent prospects and salary.

Apply in writing to:
Personnel Manager, Eurotours, Granada, Spain
(Please enclose your CV)

Trainee Sales Manager Required

A confident, enthusiastic young person is required to train as a Sales Manager in our foreign book sales department. You will need excellent communication skills, plus a command of English. A smart appearance and pleasant manner are essential. Prospects are excellent for applicants who can take responsibility and who really want to get to the top.

Apply in writing to:
Shortman Publishing House
9, Clifton Street
Kensington,
London WC6 8LP

WORK FOR NTV RADIO!
New world service radio station is looking for
talented young people
for a variety of opportunities, both as presenters and behind the scenes.

- Applicants must be imaginative, reliable and self confident.
- Training will be given where required but a high degree of hard work and commitment will be demanded in return.
- Ability to keep cool in a crisis is essential!
- Applicants must speak good English.

Salary negotiable, depending on experience.

Apply in writing, to:
NTV Radio, PO Box 892, London W1

IV. What are all the qualities you think you would need for each of the jobs? Make some notes under these headings:

Tourist Guide *Sales Manager* *Radio Presenter*

V. Look at the Tourist Guide advertisement. Underline the most important details which you should refer to in a letter of application.

VI. Now imagine you are the Personnel Manager of Eurotours. What sort of person are you looking for? What do you need to hear from a good applicant? How formal would you expect their letter to be?

VII. Here are some lines from the letters of application of different candidates. Choose the most appropriate and convincing sentence in each group and give reasons for your choice.

1) a. I am familiar with this type of work.
   b. I am totally knowledgeable about this type of work.
   c. I know this type of work.
2) a. I am quite interested in this type of work.
   b. I have a genuine interest in this kind of work.
   c. I am incredibly keen on and interested in this type of work.
3) a. I feel sure my studies recommend me for the job.
   b. I hope I am right for this sort of work.
   c. I am sure I am the best person for the job.
4) a. I can make decisions when it is really necessary.
   b. I always make the best decisions.
   c. I am not afraid to make decisions if necessary.
5) a. I am well liked by everybody.
   b. I can maintain friendly relationships with people.
   c. I am a friendly person.

READING AND COMPREHENSION

I. What information should be included in a letter of application? What would you like a future employer to know about you? What do you think the future employer would like to know about you? Make a list.

II. This is the letter one of the applicants wrote for the job of Tourist Guide. Read it carefully, then answer the following questions:

1. Do you think Eurotours will be impressed by his letter?
2. Has he supplied all the details requested?
3. Is the language and style he uses formal or informal? Is this appropriate?
4. Has he included any unnecessary information?

4 Green Street
Kensington
London

5 August, 200-

Personnel Manager
Eurotours
Calle Principal
Granada
Spain

Dear Sir/Madam,

I saw your advertisement for a Tourist Guide in this week's edition of 'Travel' and would like to apply for the post.

As my CV shows, I very well qualified for **this job**. I studied tourism at London University from 1997-2000 and obtained enclosed diploma. As you can see, **this** included a special course on tourism in Europe. Since leaving University, I have also done a number of training courses in different aspects of the tourist industry (certificates enclosed).

For the past year, I have been working as a courier here in England. In **this job**, my main responsibilities include guiding groups around the city and dealing with bookings and accommodation.

Before **that** I had a job with Smith's Travel Agency in London. **There** I answered telephone enquiries and dealt with holiday bookings.

My mother is Spanish and I therefore have a perfect understanding of Spanish people, their language and the country. I know Andalucia especially well as I have spent most of my holidays around **this region**.

As regards languages, I speak Spanish and French fluently. In addition to **these**, I am at present taking classes in German.

I would now like to broaden my experience as a courier. I would also welcome the chance to work for a large company like yours, with the chances for promotion **this** would provide.

In my spare time I play basketball for a local team **of which** I have recently been made captain. I also help out with the local youth club.

As you can see from my references, I have plenty of patience and good humour. In fact have been named 'Courier of the Month' by our local tourist board on two occasions.

I would be able to come for interview at any time.

I look forward to hearing from you.

Yours faithfully,
Chris Jones

III. The words in bold type are important because they help to link the text together. They refer back to words or information given earlier in the text. Find the words they refer to, as shown in the example.

this job (line 16) **-> Tourist Guide**

VOCABULARY DEVELOPMENT

I. Complete each sentence from a) to j) with one ending from 1 to 10. Use each ending once only.

a) If you work hard, the company will give you ...
b) In a different job, I could get a higher …
c) The best way to find new staff is to put a/an …
d) Because he had stolen the money, we decided that …
e) She has a pleasant personality but hasn't got the right …
f) In the meeting we are going to discuss the …
g) As he has three young children he doesn't want …
h) I think it would be a good idea to send in your …
i) I'm afraid that in this job there aren't very good …
j) We cannot give you the job without …

1. … qualifications for a job of this kind.
2. … advertisement in the local press on Friday.
3. … application for the job as soon as possible.
4. … promotion to a more responsible position.
5. … full time employment at the moment.
6. … references from your previous employer.
7. … dismissing him was the only possible action we could take.
8. … prospects for the future at the moment.
9. … salary and better conditions of employment.
10. … appointment of a new sales representative.

II. Choose the most suitable word or phrase underlined in each sentence.

a) The building workers were paid their income / salary / wages every Friday.
b) She's only here for three weeks. It's a / an full-time / overtime / temporary job.
c) When he retired he received a monthly bonus / pension / reward.
d) Apparently she earns / gains / wins over $20,000 a year.
e) While the boss is away, Sue will be in charge / in control / in place of the office.
f) Could I have two days away / off / out next week to visit my mother?
g) Paul was always arriving late, and in the end he was pushed / sacked / thrown.
h) When I left the job, I had to hand in my application / dismissal / notice three weeks beforehand.
i) How much exactly do you do / make / take in your new job?
j) If you have to travel on company business, we will pay your costs / expenses / needs.

III. Rewrite each sentence so that it contains the word or words given, and so that the meaning stays the same. Do not change the words given in any way.

1. Terry works in a different place now. JOB
2. A good boss looks after everyone in the company. EMPLOYER
3. I'm sure you will learn a lot in this job. EXPERIENCE
4. This job is a good way to earn money, but that's all. LIVING

5. The firm gave me a rise after I had worked there a year. RAISED
6. The company was profitable last year. MADE
7. I had to be interviewed at the head office. ATTEND
8. My monthly salary is $1000. A YEAR
9. Jill is employed by a firm of accountants. WORKS
10. We advertised the job in the paper. PUT

IV. Decide which answer A, B, C or D best fits each space:

Choosing a job

One of the most difficult decisions is choosing what to do for a (1) _____. For example, do you want to follow a definite (2) _____, and (3) _____ a low (4) _____ at the beginning, but have good (5) _____ in a company that trains its (6) _____? Or are you more interested in taking any kind of work, because you need a/an (7) _____? You may have to (8) _____ the fact that a good (9) _____ can be difficult to find. In that case, why not take a (10) _____ one? You will gain some useful (11) _____. Remember that even if you have the right (12) _____, you may have to (13) _____ lots of application forms before you are asked to (14) _____ an interview. But don't worry if you don't know what you want to (15) _____ exactly. You'll enjoy finding out!

1.	A) salary	B) living	C) employee	D) work
2.	A) company	B) training	C) business	D) career
3.	A) earn	B) gain	C) win	D) take
4.	A) money	B) profit	C) cheque	D) salary
5.	A) hopes	B) prospects	C) futures	D) promotions
6.	A) employers	B) crew	C) staff	D) persons
7.	A) money	B) cash	C) account	D) income
8.	A) face up to	B) go over	C) come up with	D) call off
9.	A) work	B) labour	C) job	D) seat
10.	A) temporary	B) overtime	C) profitable	D) short
11.	A) experiences	B) experienced	C) experience	D) experiencing
12.	A) qualifications	B) exams	C) letters	D) degrees
13.	A) fall through	B) get on	C) turn down	D) fill in
14.	A) be	B) attend	C) make	D) advertise
15.	A) work	B) job	C) do	D) employ

LANGUAGE FOCUS: Present Perfect Continuous

1. ***Unfinished activities*:** The PRESENT PERFECT CONTINUOUS is used with for, since and How long …? and other expressions of duration (e.g. all day etc) to talk about activities that started in the past and are still happening now. The activity may have been going on continuously or repeated several times:

   They have been producing cars here <u>for</u> 10 years.
   (They started producing cars 10 years ago. They are still producing cars.)

I have been trying to ring them <u>all day</u>.
(I started trying to ring them this morning. I am still trying to ring them.)

We can use the *present perfect simple* to express this value as well, but, sometimes, the *continuous form of the present perfect* is preferred if we want to emphasize how long an action has been in progress.

2. ***Finished and unfinished activities*:** We use the PRESENT PERFECT SIMPLE if we are talking about a recently completed action, whose result is sometimes relevant to the present, especially if we give details of how much or how many. We use the PRESENT PERFECT CONTINUOUS when something is still going on. Compare:

I have written a report for Janet. (It is finished.)
I have been writing a report for Janet. (I am still writing it.)

Notice that we do not have any definite time expressions with this value.

PRACTICE

I. Explain the difference in meaning between these pairs of sentences:

1. a. Have you read *War and Peace*?
   b. Have you been reading *war and Peace*?
2. a. We have just sold out of tickets.
   b. We have been selling tickets since March.
3. a. I have lived here since 1978.
   b. I have been living here since 1978.

II. Choose the correct word or phrase underlined in each sentence.

1. I <u>live here / have lived here</u> since the end of last year.
2. Someone <u>has just stolen / has just been stealing</u> my bike.
3. I'm afraid the last train <u>left / has left</u> an hour ago.
4. Yesterday I <u>lost / have lost</u> my wallet.
5. Thank you for your offer, but I <u>have decided / decided</u> not to accept.
6. Take your umbrella with you. It <u>started / has started</u> raining.
7. We're enjoying our trip. We <u>have visited / visited</u> two countries so far.
8. <u>I'm standing / I have been standing</u> here for hours and I feel tired.
9. This <u>has been / was</u> a busy day and it isn't over yet!
10. I feel really tired. We <u>went / have been</u> to a party last night.

III. Complete each mini-dialogue, using the verbs given, in either present perfect simple or present perfect continuous.

1. A: *Terminator 3* is on at the Rex. (you see) _____ it?
B: No, not yet. Shall we go? I (look forward) _____ to seeing it.

2. A: What's the matter? You look really tired!
B: I am! I (study) _____ all day, and I (not finish) _____ yet.
A: Oh well, time for a break.
3. A: I (phone) _____ Carol all day, but there's no reply.
B: I expect she (go) _____ swimming with her friends.
4. A: (you hear) _____ the news?
B: What news?
A: Someone (rob) _____ the bank at the end of the road.
5. A: Why is your leg in plaster?
B: That's a silly question! I (break) _____ it, of course.
A: Someone (write) _____ "Time for a break" on the plaster!

IV. Put one suitable word in each space.

We've had a very interesting trip (a) _____ far, and we've had some interesting adventures (b) _____ the last time we wrote. We've (c) _____ to some beautiful islands, and (d) _____ a lot of interesting people. In fact (e) _____ we've made friends with some people in a village, and they've been (f) _____ us the local language. I haven't managed to learn much (g) _____, but Ann (h) _____ picked up quite a lot, and can speak well. She's been (i) _____ every day, and she has (j) _____ me everything she knows.

V. Complete the second sentence so that it has a similar meaning to the first sentence.

a) I came to live here three months ago. I _____for three months.
b) Mary is out at the shops at the moment. Mary _____ to the shops.
c) I have had French lessons since March. I _____ French since March.
d) I'm still reading this book. I _____ reading this book yet.
e) Paul left the room a moment ago. Paul has _____ the room.
f) Ten of the letters are ready. I _____ ten letters so far.
g) It's ages since I last went to the cinema. I _____ to the cinema for ages.
h) This is the first time I have eaten snails. I _____ snails before.
i) I don't remember Helen's phone number. I have _____ Helen's phone number.
j) David has a different opinion now. David _____ his mind.

VI. Underline the errors in these sentences. Rewrite each sentence.

a) My penfriend is writing to me for years but has never sent me a photo. _____
b) We have started this course three weeks ago. _____.
c) "What have you been doing all day?" "I've been written letters."
d) When have you arrived in this city? _____.
e) You have ever been to India? _____.
f) Paula has been stayed in a hotel by the sea. _____.

g) I've been feeling ill three weeks ago. _____.
h) I live in this city since I was born. _____.
i) I wait here a long time. Where have you been? _____.
j) Tony has leaved his books on the bus. _____.

VII. Put the verbs in brackets in the Present Perfect Simple, Present Perfect Continuous or Past Tense Simple:

1. I _____ (not to play) football since I _____ (to break) my leg.
2. Tom _____ (to play) football when he _____ (to be) at school.
3. We _____ (not to see) them for ages! Where _____ you _____ (to be)?
4. "I _____(just to hear) that Emily is in Spain." "Oh, don't you know she _____ (to leave) our town at the end of July? I _____ (to receive) a letter from her the other day."
5. "My brother _____ (not to start) work yet. He's still at the university." "How long _____ he _____ (to be) at the university?" "He _____ (to be) there for three years; before that he _____ (to spend) four years in high school."
6. "_____you _____ (ever to eat) snails?" "No, I _____ (never to eat) snails and, if I were you, I wouldn't eat them."
7. When George _____ (to come) into the room, Lucy _____ (to sit) in an armchair in the corner of the room. George _____ (not to see) Lucy and he _____ (to go) to the bookcase and _____ (to choose) a book. Then Lucy _____ (to cough) and George _____ (to turn) round quickly and _____ (to say): "Excuse me, I (not to see) you."
8. This car _____(to be) in our family for more than eleven years. Father _____(to drive) it for the first six years, my sister _____ (to use) it for the next two years, and I _____ (to have) it for the last three years.
9. "Mother _____ (not to come) back yet?" "Yes, she _____(to come) half an hour ago. She _____ (to go) straight to the kitchen." "Funny! I _____ (not to hear) her."
10. "I hear that your secretary _____ (to leave)." "Yes, she _____ (to leave) two weeks ago." "_____ anybody _____ (to be) appointed in her place?" "I think several women _____ (to apply) for the job, but so far nothing _____ (to be) decided."
11. "_____ you _____ (to see) any good plays lately?" "Yes, I _____ (to go) to the theatre last week, and I _____ (to see) a French comedy." "_____ you _____ (to like)it?" "Yes, I _____ (to love) it. But, of course, I _____ (not to understand) very many words."
12. "_____ Harold _____(to book) the hotel room yet?" "Well, he _____ (to write) to the hotel ten days ago, but they _____(not to answer) him yet."
13. "_____ your friend _____ (to know) any English when she first _____ (to arrive)?" "No, she _____(not to know) a word, but she _____(to work) hard since then and so, she understands almost everything."
14. At 6 o'clock PM Mr. brown _____(to ring) me up and _____ (to say): "Is Hob with you?" Hob is his son and he _____ (to come) to my place almost every day last week. "I (not to see) him today." I _____ (to answer) him. "But my sons _____ (to go) to the cinema this afternoon and they _____ (not come) back yet. Perhaps Hob _____ (to go) with them.

15. Peter _____ (to meet) Robert at school yesterday morning and _____ (to tell) him: "I _____ (not to see) you at the bus stop this morning. _____ you _____ (to miss) the bus?" "I _____ (not to miss) it," _____ (to answer) Peter. "I _____ (not to miss) the bus for months. But this morning my neighbour _____ (to give) me a lift."
16. Mr. Williams, Peggy's employer, _____ (to dictate) four letters and _____ (to tell) Peggy to type them quickly. About an hour later he _____ (to ring) Peggy's office. He _____ (to say): "_____ you _____ (to finish) all the letters?" "I _____ (to type) the letters to the Oil Company and to Mr. White. Now I am typing the letter to Mr. Sullivan, but I _____ (not to begin) the one to Mr. Jackson yet."
17. "How long _____ Lucy _____ (to be) in her present job?" "I think she _____ (to be) there for three years." "And what she _____ (to do) before that?" "She _____ (to work) in a shoe factory, I suppose."
18. "How long _____ Peter _____ (to work) in that office?" "He _____ (to work) there for two years." "_____ he _____ (to enjoy) working there?" "No, he _____ (not to enjoy) it at all. That is why he _____ (to come) to our factory where he _____ (to work) for more than a year now."
19. "Where else _____ Mr. James _____ (to be) since he _____ (to arrive) in Romania?" "Oh, he _____ (to be) to the monasteries in Northern Moldavia, but he _____ (not to visit) Iasi yet."

VIII. Choose the most suitable tense:

1. Did you see / Have you seen my bag anywhere?
2. Larry is writing/has been writing/has written his novel for the last two years without getting further than Chapter One.
3. From the minute he got up this morning Gary asked/has been asking silly questions!
4. Have you given/Did you give Helen my message when you have seen /saw her?
5. Sorry, could you say that again? I didn't listen /haven't listened/ haven't been listening to you.
6. The police think they found/ have found your missing wallet, so call this number.
7. I don't think we'll go swimming after all because the weather changed/ has changed/ has been changing.
8. How was your holiday in Italy? Did you visit/ Have you visited lots of interesting places?
9. Did you two meet/ Have you two met before? Eric, this is Amanda.
10. Did you meet/ have you met anyone interesting at the reception?

IX. Put each verb in brackets into a suitable tense.

1. I'm sorry about not coming last week. I (have) _____ a cold and so I (stay) _____ at home.
2. Wait a minute. I (have) _____ an idea. Let's go and see Roger. We last (see) _____ him a long time ago.
3. It's nice to be back here in London. This is the second time I (come) _____ here.

4. I'm phoning about your advertisement for a bicycle for sale, which I (see) _____ in the local paper. (you sell) _____ it? Or is it still available?
5. This place is in a terrible mess! What on earth (you do) _____?
6. And now for an item of local news. Hampshire police (find) _____ the dangerous snake which (go) _____ missing earlier in the week.
7. This tooth (kill) _____ me lately! So I (make) _____ an appointment with the dentist for Tuesday.
8. I can't give you the report I (promise) _____ for today because I (not finish) _____.
9. Harry (not look) _____ well since he (go) _____ on a diet.
10. It says in the paper that they (discover) _____ oil in the Wales. They (look for) _____ it for ages.

X. Choose the most suitable time expression.

1. I haven't seen Gerry <u>for/since</u> a long time. How is he?
2. It's ages <u>ago/ since</u> I last went to a football match.
3. I've written to Deborah <u>last week/ recently</u>.
4. What have you been doing <u>today/ yesterday?</u>
5. Have you eaten Italian food <u>before/ already</u>?
6. I've been living here <u>in/ since</u> the end of last year.
7. Actually I had dinner with Sue <u>last night/ lately</u>.
8. I've been trying to get in touch with David <u>for ages/ for the last time</u>.
9. Terry hasn't been to Edinburgh <u>since/ when</u> we went there together.
10. I can't remember <u>how long/ when</u> I've had this watch.

XI. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold on the right. Do not change the word given. You must use between two and five words.

1. Steve started learning the violin a month ago. **learning**
Steve _____ the violin for a month.
2. I haven't been to an Indian restaurant for ages. **since**
It's ages _____ an Indian restaurant.
3. When she heard the results, Mary began to feel more confident. **become**
Since hearing the results _____ more confident.
4. The last time Nancy came here was in 1986. **since**
Nancy hasn't _____1986.
5. This is my first visit to Japan. **time**
This is the first _____ to Japan.
6. How long have Helen and Robert been married? **get**
When _____ married.
7. Jack bought these trousers last month, and has been wearing them ever since. **for**
Jack has _____ a month.
8. It's a long time since our last conversation. **spoken**
We _____ long time.
9. Thanks, but I had something to eat earlier. **already**

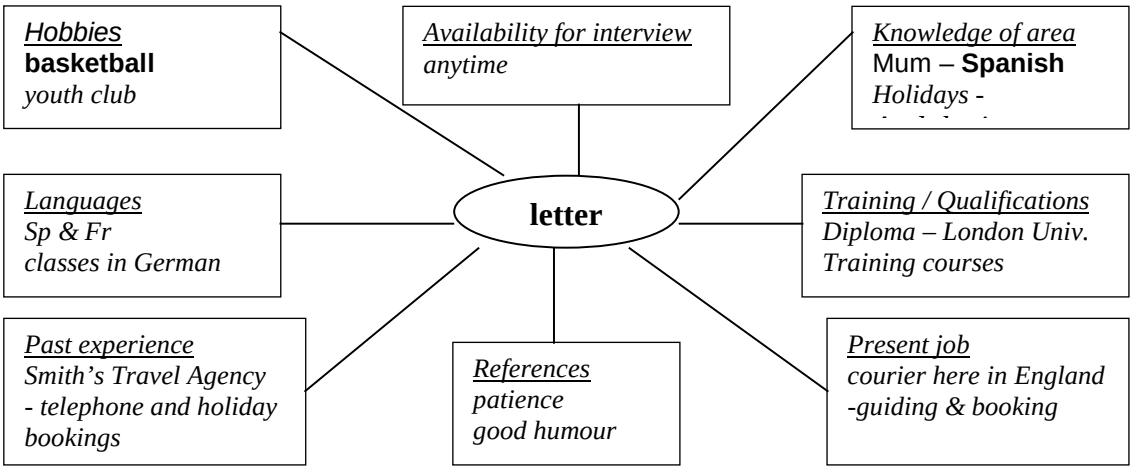
Thanks, but I've _____ eat.
10. This is my first game of water-polo. **played**
I _____ before.

XII. Put each verb in brackets into either the Present Perfect Simple or the Present Perfect Continuous.

1. Someone (eat) _____ all the cakes. I'll have to buy some more.
2. What (you buy) _____ your sister for her birthday?
3. My throat is really sore. I (sing) _____ all evening.
4. Brenda (learn) _____ Russian, but she finds it difficult.
5. How many people (you invite) _____ to your party?
6. Those two cats (sit) _____ on that branch for the last hour.
7. It (rain) _____ all day! Why can't it stop?
8. Diana (wear) _____ twelve different dresses in the past week!
9. I (do) _____ everything you asked. What should I do now?
10. Graham and Pauline (try) _____ to find a house for ages, but they can't find one they can afford.

SKILLS FOCUS: WRITING - *Letter of Application*

a. Study this spidergraph. It is the plan Chris Jones made before he wrote the letter of application you read earlier.



b. Write a letter of application for one of the jobs advertised at the beginning of this unit.

TRANSLATION

1. Translate the following text into Romanian:

When you apply for a job you are typically asked to complete an employment application. You may be asked to complete a job application even if you have already submitted a resume and cover letter. That way, the employer has a record of your personal and employment history, verified and signed by the applicant.

It's important for your job applications to be complete, correct (no errors) and accurate. Here is the information you will need to complete an application for employment and tips and suggestions for writing applications that make a great impression.

Regardless of whether you complete an online job application or apply in-person, make sure you have all information you need ready before you apply for a job.

(http://jobsearch.about.com/cs/jobapplications/a/jobapplication.htm)

REMEMBER - VOCABULARY

UNEMPLOYMENT

❖ **Losing your job**

- lose your job
- become /be made redundant (British English)
- be offered /take voluntary redundancy /early retirement
- face /be threatened with dismissal /(British English) the sack /(British English) compulsory redundancy
- dismiss /fire /(especially British English) sack an employee /a worker /a manager
- lay off staff /workers /employees
- cut /reduce /downsize /slash the workforce

❖ **Being unemployed**

- be unemployed /out of work /out of a job
- seek /look for work /employment
- be on /collect /draw /get /receive (both British English) unemployment benefit /jobseeker's allowance
- be /go /live /sign (British English, informal) on the dole
- claim /draw /get (British English, informal) the dole
- be on /qualify for (North American English) unemployment (compensation)
- be /go /live /depend (North American English) on welfare
- collect /receive (North American English) welfare

∗ combat /tackle /cut /reduce unemployment

TASK / DUTIES/ MISSION/ JOB / CHORE

- are all words for a piece of work that somebody has to do.

∗ **task** = a piece of work that somebody has to do, especially a difficult or unpleasant one:
*Our first **task** will be to set up a communications system*.

∗ **duties** = tasks that are part of your job:
*Your **duties** will include setting up a new computer system.*

∗ **mission** = an important official job that a person or group of people is given to do, especially when they are sent to another country:
*They undertook a fact-finding **mission** in the region.*

∗ **job** = a piece of work that somebody has to do:
*I've got various **jobs** around the house to do.*

TASK OR JOB? A task may be more difficult than a job and require you to think carefully about how you are going to do it. A job may be something small that is one of several jobs that you have to do, especially in the home; or a job can be something that takes a long time and is boring and/or needs a lot of patience.

∗ **chore** = a task that you have to do regularly, especially one that you do in the home and find unpleasant or boring:
*household **chores***

COMMON COLLOCATIONS

- the task /mission /job /chore of (doing) something
  - daily /day-to-day task /duties /job /chore
  - routine task /duties /mission /job /chore
- (a/an) easy /difficult task /mission /job
- household /domestic task /duties /job /chore
- to do a task /a job /the chores
- to finish a task /a mission /a job /the chores
- to give somebody a task /their duties /a mission /a job /a chore

Specific Bibliography:

1. Prelipceanu, Cristina; David, Irina; Ioncică, Diana; Rotariu, Raluca (2005) – *First Steps in Business*, Editura Universitară, Bucureşti, , **Unit 10: Applying for a Job (pages 132-146)**
2. Fleischhack, Eric; Schwarz (2009) – *English Grammar*, Bucureşti: ALL Educational, **Present Perfect Continuous**

Unit 5: WORK AND MOTIVATION

OBJECTIVES

This unit will help you:

- understand how information is structured in a summary
- develop and practice language related to work and motivation
- revise and practice means of expressing Future Time
- write a short argumentative essay based on the topic of the unit
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

Which words do the following sentences define?

1. To inspire, to induce, to give a reason or incentive for someone to do something.

A. motivate B. promote C. provoke

2. A person employed by someone else, working for money.

A. earner B. employee C. employer

3. Relations between employers, managers and workers, management and unions.

A. human relations B. labour relations C. labour unions

4. Having control of something as part of your job.

A. command B. power C. responsibility

5. Money paid (per hour or day or week) to manual workers.

A. earnings B. salary C. wages

6. A fixed regular payment made by employers, usually monthly for professional or office work.

A. earning B. salary C. wages

7. Advantages that come with a job, apart from wages or salary.

A. benefits B. profits C. supplements

8. To be raised to a higher rank or better job.

A. motivation B. promotion C. sales promotion

9. Knowing that there is little risk of losing one's job.

A. bureaucracy B. job safety C. job security

10. Having particular abilities, acquired by training.

A. educated B. skilled C. talented

READING AND COMPREHENSION

I. Which of the following statements seem to you to be generally true?

1. People dislike work and avoid it if they can.
2. Work is necessary to people's psychological well-being.
3. People avoid responsibility and would rather be told what to do.
4. People are motivated mainly by money.
5. Most people are far more creative and ingenious than their employers realise.
6. People are motivated by anxiety about their security.
7. People want to be interested in their work and, given the right conditions, they will enjoy it.
8. Under the right conditions, most people will accept responsibility and want to realise their own potential.

II. You may have noticed that the statements above can be separated into two groups reflecting two very different ways in which employers can treat their employees. These two approaches were summarised by a well-known American theorist of the psychology of work, Douglas McGregor, who named them Theory X and Theory Y. Read the following text and then classify the statements above according to which theory they support.

Statement	1	2	3	4	5	6	7	8
Theory								

THEORY X AND THEORY Y

In *The Human Side of Enterprise*, Douglas McGregor outlined two opposing theories of work and motivation. What he calls theory X is the traditional approach to workers and working which assumes that people are lazy and dislike work, and that they have to be both threatened (for example, with losing their job) and rewarded. It assumes that most people are incapable of taking responsibility for themselves and have to be looked after. Theory Y, on the contrary, assumes that people have a psychological need to work and want achievement and responsibility.

Later theorists argued that Theory Y makes much greater demands on both workers and managers than McGregor realised. Abraham Maslow, for example, spent a year studying at a Californian company that used Theory Y, and concluded that its demands for responsibility and achievement are excessive for many people. He pointed out that there always weak and vulnerable people, with little self-discipline, who need protection against the burden of responsibility. Even strong and healthy people need the security of order and direction. Managers cannot simply substitute Theory Y for Theory X. They have to replace the security provided by Theory X with a different structure of security and certainty.

III. Read the text again and complete the following sentences, using your own words as much as possible.

1. According to Theory X, employers have to threaten workers because …
2. According to Theory Y, employers should give their workers responsibilities because …

3. Maslow criticised Theory Y because …
4. Maslow argued that even though they might want to be given responsibilities at work …

IV. One of the most important functions of a manager is to motivate the employees under his or her authority. But *how?* What kind of things motivates you? Which of the following factors have been or will be important for you in your choice of a job? Classify them in order of importance.

- good administration and good labour relations
- good working conditions: enough space, light, heat and time, not too much noise, and so on
- an adequate wage or salary, and benefits such as paid holidays, sick pay, a pension, and so on
- job security
- a challenging, interesting and creative job
- responsibility
- contact with people
- opportunities to travel
- holidays

Are there any other important factors that are not listed here?

V. Another well-known theorist of the psychology of work, Frederick Herzberg, has argued that many of the featured listed above do *not* in fact motivate people. Read the following text and find out why.

'SATISFIERS' AND 'MOTIVATORS'

It is logical to suppose that things like good labour relations, good working conditions, good wages and benefits, and job security motivate workers. But in *Work and the Nature of Man*, Frederick Hertzberg argued that such conditions do not *motivate* workers. They are merely 'satisfiers' or, more importantly, 'dissatisfiers' where they do not exist. 'Motivators', on the contrary, include things such as having a challenging and interesting job, recognition and responsibility, promotion, and so on.

However, even with the development of computers and robotics, there are and always will be plenty of boring, mindless, repetitive and mechanical jobs in all three sectors of the economy, and lots of unskilled people who have to do them.

So how *do* managers motivate people in such jobs? One solution is to give them some responsibilities, not as individuals but as part of a team. For example, some supermarkets combine office staff, the people who fill the shelves, and the people who work on the checkout tills into a team and let them decide what product lines to stock, how to display them every couple of hours, as doing four different repetitive jobs a day is better than doing only one. Many people now talk about the importance of a company's shared values or corporate culture, with which all the company can identify: for example, being the best hotel chain, or hamburger restaurant chain, or airline, or making the best, the safest, the most user-friendly, the most ecological or the most reliable products in a particular field. Such values are more likely to motivate workers than financial targets, which ultimately only concern a few people. Unfortunately, there is only a limited number of such goals to go round, and by definition, not all the competing companies in an industry can seriously claim to be the best.

VI. Read the text again and complete the following sentences using your own words as much as possible.

1. Hertzberg suggested that good labour relations and working conditions …
2. According to Herzberg, the kind of things that motivate …
3. The problem with saying that only challenging, interesting and responsible jobs are motivating is that …
4. Ways of motivating people in unskilled jobs include …
5. The problem with trying to motivate workers by the belief that their company is the best is that …

VOCABULARY DEVELOPMENT

I. Complete each sentence with a word formed from the word given.

a) Nowadays it is very important to get a good _____. – EDUCATE
b) Our company helps _____ people to find new jobs. – EMPLOY
c) Paul has good ideas, but writes very _____. – CARE
d) Helen has become a _____ businesswoman. – SUCCEED
e) I hope to leave school with some useful _____. – QUALIFY
f) Mr Dale was my _____ for ten years, and paid me well. – EMPLOY
g) According to the _____, the French lesson starts at ten. – TIME
h) Cathy has three jobs, so she has a high _____. – COME
i) John's _____ of history is amazing for a boy of his age. – KNOW
j) All the _____ in this company are given free meals. – EMPLOY

II. Match each sentence a) to j) with a sentence 1) to 10) with a similar meaning.

(a) She was given the sack.	1) She was given a better job.
(b) She got a rise	2) She answered an advertisement.
(c) She got a promotion.	3) She decided to leave.
(d) She retired	4) She did the job carefully.
(e) She applied for the job.	5) She didn't have a job.
(f) She resigned	6) She earned her money that way.
(g) She was unemployed.	7) She was dismissed.
(h) She did it for a living.	8) She wanted a better job.
(i) She was ambitious.	9) She was old and stopped work.
(j) She was conscientious.	10) She was given more money.

III. Complete each sentence with a word from the box. The words can be used more than once.

business job living work

1. Jack makes his _____ working as a journalist.
2. She has just left to go to _____, I'm afraid.
3. They worked very hard and now they have their own _____.

4. There are still two million people without _____.
5. Some _____-men came and dug a hole in the road outside.
6. The cost of _____ has risen greatly over recent years.
7. Stop interfering! This is none of your _____.
8. Lucy has got a very good _____ in an international company.
9. I can't come out tonight. I've got too much _____ to do.
10. An early _____ by Picasso was sold for $2,000,000.

LANGUAGE FOCUS: Means of expressing FUTURE TIME

I. WILL

1. ***Future facts:*** we can use **will** (or **'ll**) + short infinitive to express a future fact. Common adverbs: **tomorrow, next week/month/year, in the future etc.**

   *He **will come** back **tomorrow**.*

2. ***Spontaneous decisions***: We can use **will** to refer to the future when we make an instant or spontaneous decision to do something:

   A: *'We've run out of paper for the printer.'*
   B: *'I'**ll go** and **get** some from the stockroom.'*

We often use **will** future after I think and I don't think:

A: *'I think **I'll go** home now. It's getting late.'*
B: *'Yes, you are right. I don't think **I'll stay** either.'*

The negative of **will** is **will not (won't):** *I **won't stay** long. I'm in a hurry.*

3. ***Predictions:*** we can use **will** to make predictions and to state facts that will be true in the future:

*Over the next few years, TV **will make** a great impact on consumer behaviour.*

PRACTICE

Make spontaneous decisions based on the comments below:

1. You won't be able to get to Paris. The traffic controllers are on strike.

Really? Then I'll take a train through the tunnel.

2. I'm sorry, the wine waiter says we have no more Chateau-Lafite '64.
   _____
3. I'm afraid we don't accept credit cards.
   _____

4. We can't deliver the fax machines you ordered for three months.
   _____
5. I'm afraid that the British Airways flight on Tuesday is fully booked.
   _____
6. One of our clients, Mrs Mason, rang two minutes ago. She sounded very upset about something.
   _____

II. GOING TO

1. Predictions: we use **going to** for making firm predictions when there is some physical evidence that an event will take place**.**

*Look at those clouds – it'**s going to rain!***

In many cases, however, it is possible to predict future events using either **will** or **going to**. There is little difference in meaning, but **going to** usually suggests that the event will happen soon. Compare:

*I don't think that the present government **will** win the next election.*
*I don't think that the present government **is going to** win the next election.*

2. Decisions or intentions: we use **going to** to talk about something we intend to do, or have already decided to do:

*The DV Group **is going to open** a new Fiat dealership this summer.*

PRACTICE

Use the verbs in brackets to say what the following people are going to do (to express their intentions or decisions) or to make predictions:

1. The Unions have been offered a 3.9% pay rise. (not accept). The stock market is very over-valued. (be correction)
2. We have ordered over $1.5m of new equipment for this factory. (modernise)
3. Demand for oil is rising, but supply is falling. (price/rise)
4. Mrs Mason has booked three weeks' leave in October. (have a holiday)
5. My boss is looking for another job. (leave the company)

III. PRESENT TENSE CONTINUOUS

Future arrangements: we can use the **present continuous** to talk about future arrangements and plans, particularly when the time and place have been arranged. We generally use it with a future time phrase:

*I'**m** leaving at 6 on the first flight to Milan.*

NOTE! Going to and the **present continuous** have a similar future meaning, but **going to** emphasizes the idea that a decision has been made, whereas the **present continuous** emphasizes that something has been arranged. Compare:

*I'**m going to buy** a new car this week.* (I've made a decision to buy a new car. I may or may not have something arranged with a car dealer.)

*I'**m buying** a new car this week.* (I've already discussed about it with a car dealer.)

IV. PRESENT TENSE SIMPLE

- ***Timetabled events***: we use **the simple present** to talk about timetabled or fixed events in the future, which are usually beyond the speaker's control.

  *The train **leaves** in five minutes.*

- ***Time clauses***: we use **the present tense simple** in time clauses that refer to the future. Time clauses are generally introduced by words such as: **when, before, as soon as, after etc.**

  *I will contact you **as soon as** I **get** the information.*

PRACTICE

I. Choose the correct sentence 1) or 2), in each mini-dialogue.

a) A: Can you come dancing tomorrow night?
   B: 1) Sorry, I'll play basketball.
   2) Sorry, I'm playing basketball.
b) A: What are your plans for the summer?
   B: 1) I'll spend a month in the mountains.
   2) I'm going to spend a month in the mountains.
c) A: What do you think about the weather?
   B: 1) It'll probably rain tomorrow.
   2) It's raining tomorrow.
d) A: What about tomorrow at about 5.30?
   B: 1) OK, I'll see you then.
   2) OK, I'm seeing you then.
e) A: Mary is buying a dog next week.
   B: 1) Really? What is she going to call it?
   2) Really? What is she calling it?
f) A: It would be nice to see you next week.
   B: 1) Are you doing anything on Wednesday?
   2) Will you do anything on Wednesday?

II. Put the verb given into a form of *will, going to* or *present continuous*. More than one answer may be possible.

a) Have you heard the news? Harry (join) _____ the Army!
b) Sorry to keep you waiting! I (not be) _____ long.
c) According to the weather forecast, it (snow) _____ tomorrow.
d) I'm sorry I can't meet you tonight. I (go out) _____ with my parents.
e) Careful! You (knock) _____ that jug out of the table!
f) In fifty years' time, most people (probably ride) _____ bicycles to work.
g) Our teacher (give) _____ us a test tomorrow.
h) I (go) _____ to Manchester at the end of next week.
i) Look out! You (hit) _____ that tree!
j) I think our team (probably win) _____.

III. Complete the second sentence so that it has a similar meaning to the first sentence.

a) My party is on Thursday. I _____ on Thursday.
b) Tomorrow's weather forecast is for rain. It's _____ tomorrow.
c) I predict a victory for our team. I think _____ win.
d) Tomorrow I'll be absent, teacher. I _____ here tomorrow, teacher.
e) Terry intends to finish painting the kitchen this evening. Terry _____ painting the kitchen this evening.
f) Meet me outside the station at 5.30. I _____ outside the station at 5.30.
g) What's our arrangement for lunch? Where _____ for lunch?
h) Everyone expects lots of tourism in this country next summer. Everyone thinks a large number _____ this country next summer.
i) I don't plan to sell my bike after all. I _____ my bike after all.
j) Are you free tomorrow? Are _____ anything tomorrow?

IV. Underline the sentences which are incorrect. Rewrite them.

a) I go swimming next Saturday. Would you like to come?
_____
b) What are you going to discuss at the next meeting?
_____
c) The boat is turning over! I think it will sink!
_____
d) Sue is going to lend me her roller-skates.
_____
e) I've read the weather forecast, and it's definitely sunny tomorrow.
_____
f) David and Helen will be here at 9.30.
_____
g) There is a lot to do. Is anyone going to help you?
_____
h) Sorry, I'm not seeing you tomorrow. I have to go to London.
_____
i) Where will you be tomorrow at this time?

_____

j) Bye for now. I see you later this evening.

_____

V. Rewrite each sentence so that it contains *will* or *going to*.

a) I plan to study engineering in France. _____.
b) I've arranged a party for next Friday. _____
c) I predict a score of 3 – 0. _____
d) We've an appointment at the doctor's, so we can't come. _____
e) Paula is likely to get the job. _____
f) Martin's wife is pregnant again. _____
g) Sarah doesn't plan to get married again. _____
h) There is a possibility of snow tomorrow. _____

VI. Complete these sentences using the correct future forms *(future simple, going to, present continuous, present simple)* **of the verbs in brackets. There may be more than one possibility.**

a) Do you think the car _____ (start) if I turn on the ignition?
b) I've got to go now, but I _____ (see) you next week, OK?
c) Look out! That ladder _____ (fall)!
d) They say the weather _____ (get) worse in the next few days.
e) 'I _____ (be) a pilot when I grow up,' said the little boy.
f) The train _____ (leave) in five minutes – let's go!
g) Now let's look at the timetable. We _____ (arrive) in Rome at 6.45 and we _____ (depart) at 7.30 for Naples.
h) We _____ (plan) to buy a new house sometime this year.
i) You _____ (fail) the exam if you don't study more.
j) I _____ (carry) those bags for you, they must be very heavy.

VII. Choose the most suitable tense:

a) Why <u>are you going to buy/ will you buy</u> a new mountain bike?
b) Don't phone between 8.00 and 9.00. <u>I'll study/ I'll be studying</u> then.
c) Look out! That tree <u>will fall/ is going to fall</u>!
d) Let me know as soon as Louise <u>will get/ gets</u> here.
e) Great news! Jean and Chris <u>will come/ are coming</u> to stay with us.
f) According to this timetable, the bus <u>is going to arrive/ arrives</u> at 6.00.
g) I have a feeling that something strange <u>is going to happen/ is happening</u> in a minute.
h) The doctor says <u>I will have/ I am going to have</u> a baby!
i) Can you call me at 7.00, because <u>I'll leave/ I'm leaving</u> tomorrow.
j) If you arrive late at the sale, the best things <u>will go/ will have gone</u>.

VIII. Put each verb in brackets into the most appropriate future time form. More than one answer may be possible.

1. I can't see you on Thursday afternoon. I _____ (visit) our Birmingham branch.

2. George _____ (not be) back until six. Can I take a message?
3. What _____ (you buy) with the money you won in the lottery?
4. I don't think you _____ (have) any problems at the airport.
5. _____ (you take) your dog to you in Scotland?
6. Can you answer the phone for me? I _____ (lie down) for a while.
7. All the hotels are full. Where _____ (we spend) the night?
8. You'd better not come in July. My mother _____ (stay) with me then.
9. What time _____ (your plane leave)?
10. Leave the car here. Maybe the police _____ (not notice) it.

IX. Put each verb in brackets into a suitable tense. All sentences refer to future time.

1. When I _____ (see) you tomorrow, I _____ (tell) you my news.
2. As soon as we _____ (get) there, we _____ (phone) for a taxi.
3. I _____ (go) to the library before I _____ (do) the shopping.
4. We _____ (wait) here until the rain _____ (stop).
5. I _____ (get) some money from the bank when it _____ (open).
6. After you _____ (take) the medicine, you _____ (feel) better.
7. You have to stay until you _____ (finish) your work.
8. I _____ (let) you know the minute I _____ (hear) the results.
9. Before we _____ (paint) the wall, we _____ (have) a cup of tea.
10. We _____ (climb) over the wall as soon as it _____ (get) dark.

X. Put each verb in brackets into a suitable tense. All sentences refer to future time.

a) My friends ***are coming*** (come) to visit me this weekend.
b) 'I'm so busy. I never get time to clean my car.' 'I _____ (do) it for you.'
c) John _____ (come) to clean my car for me tomorrow, as I never have time.
d) I _____ (look) around the shops. Do you want anything?
e) 'Would you like to order now?' 'Yes, we _____ (have) steak and chips, please.'
f) 'When _____ (you leave)?'
'Next Sunday, I _____ (get) the train to London and then _____ (fly) to Paris.'
'What time _____ (be) your train?'
'It _____ (leave) at 9 am and _____ (stop) at every station.'
'Oh, no! I _____ (give) a lift to the airport in my car.'
'That's great, thank you.'
g) I can't come on Sunday. I _____ (give) Rose a lift to the airport.
'Don't forget to ring me and tell me what time to expect you.' 'Don't worry, I _____ (not forget).'

SKILLS FOCUS: SHORT ESSAY WRITING

Write a short essay (about 200 words) of the factors that have been or will be important for you in your choice of a job.

TRANSLATION

1. Translate the following text into Romanian:

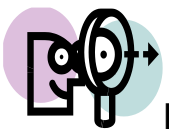
Nothing stops a conversation like the words, "I really love my job." It's not rude or controversial, and it doesn't violate any social norms. It is just a conversational rarity. Like "I despise baby bunny rabbits." Or, "I wish I had fewer handbags." It's just not seen as 'normal'.

The sad fact is that while people may take jobs that they think they will get some satisfaction from, more often than not going to work becomes less about personal enjoyment and achievement, and increasingly about paying the bills. Some may have absolutely loved their well-paid job in the beginning, but now feel trapped by the lifestyle commitments it has afforded, and would rather give it all up to go sell coconuts from a beach hut in Bali, if only there were free schooling and satellite TV included. Others know from the start that their new job is not one that is going to set their soul on fire, but what is the alternative?

http://www.albawaba.com/editorchoice/are-you-suffering-career-fatigue-391261

2. Translate into English:

1. Delegaţia va pleca la Londra de îndată ce va primi viza.
2. George nu crede că va putea să treacă pe la ei ca să îşi ia rămas bun înainte de a pleca la mare.
3. Familia Thompson nu va ajunge acasă înainte să înceapă ploaia.
4. Va pleca la Cluj peste câteva ore. Trenul pleacă la ora 10.
5. O să te doară burta dacă continui să mănânci aşa de multe dulciuri.



REMEMBER - VOCABULARY

JOB / POSITION / POST / VACANCY / APPOINTMENT

- are all words for a position doing work for which you receive regular payment.

* **job** = a position doing work for which you receive regular payment:
  *He's trying to get a **job** in a bank.*

- **position** = (rather formal) a job:
  *a senior **position** in a large corporation*

JOB OR POSITION? Position usually refers to a particular job within an organization, especially at a high level, and is not usually used about jobs generally. It is also often used in job applications, descriptions and advertisements.

- **post** = a job, especially an important one in a large organization:
  *a key **post** in the new government*
- **vacancy** = a job that is available for somebody to do:
  *We have several **vacancies** for casual workers*.
- **appointment** = (rather formal, especially British English) a job or position of responsibility:
  *This is a permanent **appointment**, requiring commitment and hard work*.

COMMON COLLOCATIONS

- a permanent /temporary job /position /post /vacancy /appointment
- a full-time /part-time job /position /post /vacancy /appointment
- to have/have got a(n) job /position /post /vacancy /appointment
- to apply for /fill a job /position /post /vacancy
- to resign from /leave /quit a job /position/post

Specific Bibliography:

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Unit 6: PEOPLE AND WORKPLACES

OBJECTIVES

This unit will help you:

- become familiar with problems related to people and workplaces
- develop and practise language related to people and workplaces
- revise and practise means of expressing passive voice
- write a short report describing a job interview
- develop and practise translation skills

Average study time: 120 minutes

LEAD IN

Read the following sentences carefully and, using a good dictionary, choose the right answer:

1. One of my colleagues is a real _____ -watcher. You can see she spends all day counting the seconds till it's time to go home.

A time **B minute** **C clock** **D second**

2. It's very difficult to prove that there is a(n) _____ network, but if you look at the top managers and politcians, you will find that they all went to the same two or three universities.

A nepotistic **B old boy** **C Masonic** **D conspiracy**

3. After working for twenty years in an insurance company, my frind Tim decided to get out of the _____ and go and live on a farm in the south of France.

A paper chase **B rat race** **C treadmill** **D money train**

4. In my opinion, doctors deserve to get paid well. After all, they work their _____ six or seven days a week for six years just to get qualified.

A arses off **B fingers** **C heads dry** **D lives away**

5. When you've spent your whole life working your way up the _____ ladder, it's a hard decision to throw it all away and start again in a different job.

A job **B career** **C company** **D seniority**

6. None of the local trains are running today because the National Union of Train Drivers are __ strike.

A at **B in** **C down with** **D on**

7. They used to say that a job in local government was a job for ____ but nowadays with all the cutbacks, loads of civil servants are losing their jobs.

A ever **B keeping** **C life** **D security**

8. It's actually quite difficult to find a company that lets you _____. If you want to stay at home all day, it's better to be self-employed.

A work from home **B home-work** **C house-work** **D be a homeworker**

9. Many women complain that there is a _____ in their company which prevents women from getting promoted above a certain level.

A vertical limit **B maximum headroom** **C glass ceiling** **D gender barrier**

10. Even if you work in London, only workers in the financial sector can truly say that they work in '_____'.

A The Zone **B The City** **C The Capital** **D The Hub**

11. One of my friends recently ___ the sack for writing disparaging comments about her company in her private blog.

A took **B received** **C had** **D got**

12. When workers take the day off on Mondays or Fridays, managers are often suspicious that they aren't really unwell but are in fact _____ a sickie.

A doing **B being** **C having** **D pulling**

READING AND COMPREHENSION

I. Answer the following questions:

(1) Have you ever been to a job interview?
(2) What was the interviewer like?
(3) Where did the interview take place?
(4) What happened during the interview?

II. Read the following text, then match the words/expressions in the box with their definitions:

(1) red flag	(2) to compile	(3) to be in for sth.	(4) to overlook
(5) microcosm	(6) cue	(7) wisdom	(8) to belittle
(9) to rifle	(10) to down	(11) prospective	(12) wary
(13) layoff	(14) hunch	(15) to tip sb. off	(16) to lure

(a) a warning signal	
(b) potential, likely, or expected	
(c) to consider or speak of (something) as less valuable or important than it really is; disparage	
(d) a little world; a world in miniature	
(e) to search vigorously	
(f) common sense; good judgment	
(g) to swallow hastily; gulp	
(h) to ignore deliberately or indulgently; disregard	
(i) an intuitive feeling or a premonition	
(j) to give insider information or advise to sb.	
(k) to tempt or attract by the promise of some type of reward	
(l) watchful, cautious, or alert; on guard	
(m) the act of suspending or dismissing an employee, as for lack of work or because of corporate reorganization	
(n) to put together or compose from materials gathered from several sources	
(o) to be going to experience something unpleasant very soon	
(p) a signal; a hint or suggestion	

10 Warning Signs of a Toxic Boss at the Interview

We've all heard stories about the nightmare of working for a toxic boss. Some of us have even had the unique displeasure of doing so ourselves. Red flags to such behaviour often appear as early as the interview process. We've compiled 10 warning signs of a toxic boss. Watch for them in the interview and
5 you might be able to avoid a toxic work environment-- or at least know what

you're in for:

1. Disrespectful Behaviour. "Don't overlook unprofessional behaviour, such as emails that aren't returned or disregard for stop and start times for the interview without apology," says Anna Marvels, president of TheraRising.com and author of *How to Reduce Workplace Conflict and Stress*. "These mini-moments are microcosms of your potential supervisor's style."

2. Visual Cues. "If your boss scans you from head to waist versus waist to head as they extend their hand in greeting you, they are intuitively sending a message that you are smaller than they are," explains Hannah Hackett, author of *The Ancient Wisdom of Matchmaking*. Though subtle, it's the nonverbal equivalent of a belittling comment. "This is not a good sign that your talents are going to flourish in this environment."

3. Defensive Body Language. "An insecure boss will find you threatening if you are good at your job and will use the power of the position to make your life miserable," says Pamela Lineman, president of Ridge Hill Consulting and author of *What You Don't Know and Your Boss Won't Tell You*. Watch for constant shifting, avoiding eye contact or rifling through papers as you talk, she notes.

4. Bad Attitude. If your interviewer exhibits a general lack of enthusiasm or interest in the company, watch out, warns Donna Flagg, a principal with human resources and management consulting firm, The Chrysalis Group. It could be a bad day, or it could be a bad boss. "Ask for company turnover [data] and turnover [data] for that individual manager," she suggests.

5. Excessive Nervousness. Don't ignore extreme behaviour, cautions one worker. "My boss used to eat sugar packets and raisins, and she downed them with large cups of black espresso," she recalls. "And she spoke in triplets: 'hi, hi, hi,' 'good, good, good,' 'when, when, when.' Her stress level telegraphed to everyone in the department."

6. Distrust of Others. A toxic boss "openly displays a lack of trust in people, especially for those on the team in which he or she is supposed to lead," notes Gregg Stocker, author of *Avoiding the Corporate Death Spiral*. Ask what the company's problems are and what their causes might be. "If the answers to these questions consist of blaming others in the organization, especially those on his or her team, the person lacks trust in others."

7. Fear Used as a Motivator. Ask the prospective boss about others on the team with whom you will be working -- specifically, how well they work together, stay focused and meet objectives, Stocker advises. Be wary if the response identifies a lack of respect for people. When managers disrespect and distrust others' motivations, they resort to extrinsic means with which to motivate, such as threats, public humiliation and comments about layoffs.

8. Word Choice. "Your ears are your best hunch barometer," Hackett says. "Our choice of words sets up a dynamic that can raise or lower the energy in a room. If they begin every sentence with a negative message and then try to diffuse it somewhat, it is likely that negativity prevails in their life and carries over into work."

9. Extreme Friendliness. "It may sound odd, but what should have tipped me off was how nice she was," one administrative assistant says of her toxic boss. "I compare it to children being lured into dangerous situations with candy. How many kids don't want candy? And how many adults don't want to work for a boss who is nice? It was a trap I could've easily avoided had I caught on earlier."

10. Self-Absorption. "If his ideas seem to be more important than finding out about your ideas, or if you provide an answer and the interviewer tells you you're wrong or interrupts with his own answer to the question, it may be an indication that he will be difficult to work with," notes one technical support staffer.

III. Reread the text above carefully and choose the best answer:

1. If your boss scans you from head to waist versus waist to head as they extend their hand in greeting you, they are intuitively sending a message that you are…

a. Very handsome- and it is a sign of extreme friendliness
b. a threat to his position- and it is a sign of boss extreme nervousness
c. smaller than they are- and it is a visual cue
d. not qualified- and it is a sign of boss disrespectful behaviour

2. What is the best way to become sure that our prospective boss can trust his/her employees?

a. You can directly ask his/her employees
b. Ask your prospective boss what the company's problems are and what their causes might be
c. You must stay for hours in the office and observe the behaviour of your prospective boss with his/her employees
d. You can ask about the opinion of your prospective boss directly

3. When managers disrespect and distrust others' motivations, they resort to ……..with which to……., such as threats, public humiliation and comments about layoffs.

a. power-frighten
b. extrinsic means- motivate
c. word choice-insult
d. body language-disrespect

4. "My boss used to eat sugar packets and raisins, and she downed them with large cups of black espresso," this quotation is an indication of the boss…….

a. extreme friendliness
b. disrespectful behaviour
c. excessive nervousness
d. self-absorption

IV. Based on the information in the text *10 Warning Signs of a Toxic Boss at the Interview,* match the items in column A with the items in column B.

A.	**B.**
(a) using fear as extrinsic motivator	(1) blaming others for problems
(b) excessive nervousness	(2) disrespect and distrust others' motivations
(c) self-absorption	(3) speaking in triplets
(d) distrust	(4) general lack of enthusiasm
(e) bad attitude	(5) considering ones opinion more important than others

VOCABULARY DEVELOPMENT

I. Choose the correct word or phrase underlined in each sentence:

1. Dora ***earns*** / gains / wins more money in her job than I do.
2. The factory workers asked for a rise in their income / reward / wages.
3. Paul borrowed / lent / loaned some money from me but didn't pay it back.
4. I'm sorry, but we don't accept credit cards, only cash / coins / money.
5. Is it all right if I pay with credit card / by credit card / from credit card?
6. We don't exchange goods unless you still have the bill / cheque / receipt.
7. I'm afraid I've got only a $50 note. Do you have change / money / rest?
8. I still debt / owe / own the bank more than $5000.

II. Choose the best answer A, B, C or D:

1. In these days of high _____, it's often difficult for young people to find a job.
(a) disemployment (b) imemployment (c) unemployment (d) inemployment
2. Before you get a job, you usually have to go for a(n) _____, when you will be asked a lot of questions about your suitability for the job.
(a) questioning (b) interrogation (c) discussion (d) interview
3. I hate _____, especially ironing - it's so boring!
(a) housework (b) homework (c) jobs (d) work
4. A: What do you do _____? B: I'm a teacher, I teach in a primary school.
(a) *for a job* (b) *for money* (c) *for a living* (d) *for life*
5: Which adjective is the odd one out?
(a) *redundant* (b) *unemployed* (c) *sacked* (d) *promoted*
6. Which of the following words is NOT connected with stopping work?
(a) *pensioner* (b) *apprentice* (c) *retire* (d) *O.A.P.*
7. At the age of 55 he took early _____ and moved to the country.
(a) *redundancy* (b) *retirement* (c) *notice* (d) *leave*
8. The contract states that an employee must give 90 days _____ of their intention to leave the company.
(a) *holiday* (b) *leave* (c) *information* (d) *notice*
9. Partners at the law firm may take a 3 month _____ after 10 years of service.
(a) *sabbatical* (b) *trip* (c) *nap* (d) *time out*
10. I was made _____ last year when the company I was working for went bankrupt.
(a) *off* (b) *retired* (c) *redundant* (d) *out*
11. A woman can choose to start her maternity _____ any time after the beginning of the 11th week before the expected week of childbirth.
(a) *holiday* (b) *leave* (c) *retirement* (d) *wear*
12. He hasn't had a job since he was _____ for stealing money from the office.
(a) *soaked* (b) *accused* (c) *promoted* (d) *sacked*

LANGUAGE FOCUS: Passive

- TRANSITIVE AND INTRANSITIVE

Verbs which have objects are called transitive verbs. In this sentence *newspaper* is the object.

*Diane **reads a newspaper** every morning.*

Verbs which do not have objects are called intransitive verbs.

*Diane **walks** to college.*

Only transitive verbs can be made passive.

- PASSIVE: FORMATION RULES

The passive is formed with the verb *be* and the past participle. The object of the verb becomes the subject in a passive sentence.

TENSE	
Present Simple	We *build* **hundreds of houses** every year.
	Hundreds of houses *are built* every year
Present Continuous	The authorities *are questioning* **two men**.
	Two men *are being questioned*.
Past Simple	The police *arrested* **one protester**.
	One protester *was arrested*.
Past Continuous	At this time yesterday they *were repairing* **the road**.
	At this time yesterday **the road** *was being repaired.*
Present Perfect Simple	We *have chosen* **Helen** as the new president.
	Helen *has been chosen* as the new president.
Future Simple	They *will play* **the match** on Sunday evening.
	The match *will be played* on Sunday evening.

- CONTEXTS OF USE

I. Putting emphasis on important information:

***Hundreds of houses** are built every year by the Government.*

In this sentence, it was what it was done, the number of houses built, which is given emphasis. Emphasised information usually comes at the beginning of the sentence. Compare:

***The Government** has built hundreds of houses this year.*
In this sentence, more emphasis is given to who did it, the Government.

II. Spoken and written language

Passive tends to be used more in writing, and in formal speech.

- WITH THE AGENT *BY*

Passive sentences often include information about who did it. This person, thing, organisation etc. is called the AGENT.

*Stones were thrown **by angry football fans.***

- WITH THE INSTRUMENT *WITH*

Passive sentences may include information about what was used to perform an action. This is called the instrument and is introduced using *with*.

*The windows were broken **with a baseball bat.***

- WITHOUT THE AGENT

It is not always necessary to mention the agent. There are several reasons for this. The passive is often used because who did it is not known or the speaker does not want us to know, it is obvious, or remains impersonal, perhaps because an authority is involved.

❖ **Not known**	*Brenda's motorbike **was stolen** last night*. If we knew who had stolen it, we would mention the name of the person. It is not necessary to add *by someone*.
❖ **Obvious**	*One protester **was arrested**.* It is not necessary to add by the police, because we know that it is always the police who do this. However, some people prefer to include this information.
❖ **Impersonal**	Sometimes a group of people is responsible for an action, and who did it is not mentioned. *Students **are asked** not to smoke.* We assume that the school authorities have made this decision.

III. VERBS WITH TWO OBJECTS

Some verbs can have two objects. These verbs include: *buy, give, lend, offer, promise, sell, take, send.*

*Peter gave **Karen <u>a present</u>**.*
*Peter gave **<u>a present</u> to Karen.***

Sentences with these verbs can be made passive in two ways.

***Karen** <u>was given</u> a present by Peter.* OR ***A present** <u>was given to Karen by Peter.</u>*

IV. PROBLEMS WITH PASSIVE

To be born is a passive form but does not have an obvious passive meaning.

*I **was born** in Uruguay.*

Some verbs may have a passive form in other languages, but are not translated into passive in English.

V. HAVE SOMETHING DONE

When a professional person, e.g. a mechanic, a plumber etc. does some work for us, we can use *have something done. HAVE* can be used in any tense.

*We **had <u>our house</u> painted** last year.*
*I **am having <u>my car</u> serviced** tomorrow.*
*I **have had <u>my room</u> decorated.***

We also use this for unpleasant happenings.

*She **had <u>her house</u> broken into.***
*Tim **had <u>his arm</u> broken** playing rugby.*

PRACTICE

I. Underline phrases which are not necessary in these sentences. Not all the sentences contain unnecessary phrases.

1. My wallet has been stolen by someone.
2. We were taught by a different teacher yesterday.
3. Nick was operated on at the hospital by a doctor.
4. The meal was served by a waiter in a red coat.
5. We were shown round the museum by a guide.
6. Two letters were delivered this morning by the postman.
7. Three men have been arrested by the police.
8. Yesterday a window was broken by someone.

II. Complete each sentence with a passive verb.

1. The police questioned George.
George _____ by the police.
2. Millions of people watch this programme.
This programme _____ by millions of people.
3. They will finish our new house at the end of the month.
Our new house _____ at the end of the month.
4. They have elected a new president.
A new president _____.

5. They are rebuilding the damaged stadium.
The damaged stadium _____.
6. They have closed the mountain road.
The mountain road _____.
7. Students write most of this magazine.
Most of this magazine _____ by students.
8. A burglar stole my television.
My television _____ by a burglar.
9. Somebody will meet you at the bus station.
You _____ at the bus station.
10. United won the cup last year.
Last year the cup _____ by United.

III. Underline the errors in these sentences. Rewrite each sentence.

1. Many pet dogs are losing every year.
2. The ill man was been taken to hospital.
3. A new bridge is be built across the river.
4. All the food at the party was ate.
5. Nothing will being decided before next Saturday.
6. The match is playing on Friday evening.
7. The robber unlocked the door by a false key.
8. This book was writing by Sam's father.

IV. Rewrite each sentence beginning with the words given.

1. Archaeologists have discovered a new tomb in the Valley of the Kings.
A new tomb _____.
2. The President will open the new sports stadium on Saturday.
The new sports stadium _____.
3. One of the most famous painters in the world painted this portrait.
This portrait _____.
4. They will announce the results of the competition tomorrow.
The results _____.
5. They are redecorating our school during the summer holidays.
Our school _____.
6. The police in New York have arrested three terrorists.
Three terrorists _____.
7. Our company sells more than a thousand cars every week.
More than a thousand cars _____.
8. They are building a new museum in the city centre.
A new museum _____.
9. Alexander Fleming discovered penicillin in 1928.
Penicillin _____.
10. Two million people use the London Underground system every day.
The London Underground system _____.

V. Rewrite each sentence with a passive verb so that the people's names are not mentioned.

1. The authorities have closed the casino.
2. Someone broke into the flat last week.
3. People all over the world speak English.
4. The authorities have opened the new swimming pool.
5. Someone left this purse in the classroom yesterday.
6. The city council has banned traffic from the city centre.
7. People have elected a new government.
8. The clubs have postponed the match.

VI. Choose the correct word or phrase underlined in each sentence.

1. I'm having my hair cutting / cut / to have cut tomorrow.
2. The children were took / taken / taking to the seaside for the day.
3. I was sending / sent / send here by the manager.
4. Kate is having her car services / servicing / serviced tomorrow.
5. Sue had her windows breaking / broken / broke by vandals.
6. David has been offer / offering / offered a new job in Brazil.
7. Where exactly were you born / did you born / did you bear?
8. I've just had my bike repaired / repair / repairing.

VII. Rewrite each sentence beginning and ending as shown.

1. Someone stole Bob's bike.
Bob _____ bike stolen.
2. John lent me this book.
This book _____ John.
3. The dentist took one of my teeth yesterday.
Yesterday I _____ out.
4. Cairo is my place of birth.
I _____ in Cairo.
5. A rock concert ticket was sold to me by a friend.
I was _____ by a friend.
6. Someone broke into Tom's house last week.
Tom had _____ last week.
7. When is your date of birth?
When exactly _____ born?
8. My parents gave me this ring.
I _____ parents.

VIII. Rewrite each sentence so that it has a similar meaning and contains the word given.

1. They are servicing my car tomorrow.
having: _____**.**
2. Yesterday they stole my bike.
had: _____
3. Last year they painted our house.

had: _____
4. They are taking out my tooth tomorrow.
having: _____
5. They have just cut my hair.
had: _____
6. They are fitting our new carpet tomorrow.
having: _____
7. They have just painted Ann's portrait.
had: _____

IX. Underline the verb forms which are not possible.

1. My car has being stolen.
2. Jack was borned on a Thursday.
3. Then I realised that none of the guests had been sent an invitation.
4. Mary's car is being serviced today.
5. Your order will been sent as soon as possible.
6. The hole in the road was being repaired when I came home.
7. This swimming pool is used by over a thousand people each week.
8. When was this church built?
9. An address is writing on the back of the envelope.
10. Customers are request to ask for a receipt.

X. Choose the most suitable tense.

1. Their new house hasn't been finished / wasn't finished yet.
2. The robbers were arrested / have been arrested as soon as they left the bank.
3. Sue told us her baby is born / had been born two weeks earlier than expected.
4. If there is too much snow, the match has been cancelled / will be cancelled.
5. By the time we got there, the rain had stopped / had been stopped.
6. When were you told / have you been told about the new rules?
7. Most of the passengers were swimming / were swum easily to the shore.
8. The winning horse was ridden / was riding by Pat Murphy.
9. I looked again for the old man, but he was vanished / had vanished.
10. I don't think that you will be asked / are being asked to show your passport.

XI. Complete the second sentence so that it has a similar meaning to the first, using the word given (two to five words).

1. Last Thursday we appointed a new marketing manager.
was A new _____ last Thursday.
2. Smith Ltd. are supplying our company with furniture.
supplied Our company _____ by Smith Ltd.
3. William the Conqueror built the castle in the 11th century.
by The castle _____ William the Conqueror in the 11th century
4. No decision has yet been made.
decided Nothing _____ yet.
5. People believe that someone murdered Jenkins.
was It _____ murdered.
6. Your hair needs cutting.

get You ought _____ cut
7. The police were following the suspects.
were The suspects _____ police.
8. No one has seen Peter since the day of the party.
been Peter _____the day of the party.
9. We put up a notice about the trip on the notice board yesterday.
was A notice _____ up on the notice board yesterday.
10. People think that an apple a day is good for you.
to An apple a day _____ for you.

XII. Rewrite each sentence so that it contains a form of *have something done*. Do not include the agent.

1. A painter painted our house last month. _____
2. The hairdresser is cutting my hair this afternoon. _____
3. Someone has stolen my motorbike. _____
4. The dentist has taken out all of Ricky's teeth. _____
5. I haven't been to the car wash for a long time. _____
6. The men are coming to put in the new central heating on Saturday.
_____
7. Someone broke Harry's nose in a fight. _____
8. Isn't it time someone fixed your television? _____
9. Helen's publishers have just published her book. _____
10. The police towed away Nigel's car. _____

SKILLS FOCUS: JOB INTERVIEW REPORT

Imagine you have to interview a job applicant and then write a short report about the interview. Start from the questions listed below. You can interview a friend / group mate / relative etc. about a real or imaginary job.

1. Tell me about yourself.
2. What are your strengths? Best skills?
3. What is your major weakness?
4. What are your career goals? Future plans?
5. What things are most important to you in a work situation?
6. If you had a choice, would you prefer to work alone or as part of a team? Why?
7. What are your hobbies?
8. What salary are you expecting?

TRANSLATION

1. Translate the following text into Romanian:

When asked a traditional question like, "What would you do if you had a customer who wasn't interested in buying the product?" you can make up a story. But when you're asked behavioral questions, the interviewer is listening for specific examples of how you have handled situations or problems in the past.

When presented with interview questions beginning with phrases like "tell me about a time when" or "give me an example of" the interviewer wants to hear your real-life examples. When interviewers ask such behavioral interview questions, they are listening for examples of how you handled situations similar to the ones you may handle for this company. This is your chance to talk about your accomplishments. If you can demonstrate through examples (preferably recent ones) that you've succeeded in certain areas of interest, you'll likely be considered a strong candidate for the position. After all, if you did it somewhere else yesterday, you can do it for this company tomorrow.

http://career-advice.monster.com/job-interview/Interview-Preparation/You-Can-Survive-the-Behavioral-Interview/article.aspx

2. Translate the following sentences into English.

1. Toate aceste case au fost distruse de recentul cutremur.
2. Anglia a fost cucerită de normanzi în secolul al unsprezecelea.
3. Aceste cărţi se citesc cu uşurinţă şi de aceea sunt preferate de turişti.
4. Sunt sigur că acest cântec a fost ascultat de mai bine de zece ori de către prietenii tăi.
5. Când s-a deschis uşa, copilaşul era hrănit de mama lui.

REMEMBER - VOCABULARY

INTERVIEW / INTERROGATION / AUDIENCE / CONSULTATION

- these are all words for a meeting or occasion when somebody is asked for information, opinions or advice.

- **interview** = a formal meeting at which somebody is asked questions, for example, to see if they are suitable for a particular job or course of study, or in order to find out their opinions about something: *a job interview*
- **interrogation** = the process of asking somebody a lot of questions, especially in an aggressive way, in order to get information; an occasion on which this is done: *He confessed after four days **under interrogation**.*
- **audience** a formal meeting with an important person: *The Pope granted her a private audience.*
- **consultation** a meeting with an expert, especially a doctor, to get advice or treatment.

COMMON COLLOCATIONS

an **in-depth** interview/consultation
a **police** interview/interrogation
to **have/request** a(n) interview/audience/consultation **with** somebody
to **give/grant** somebody a(n) interview/audience/consultation
to **carry out/conduct** an interview/interrogation

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